The Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH) provides statewide coordination for the delivery of specialized technology and instructional materials to students who are deaf/hard of hearing, as well as training and technical assistance to educators and parents of students who are deaf/hard of hearing. Established in 1978, RMTC-D/HH is a discretionary project of the Florida Department of Education, Bureau of Exceptional Education and Student Services (BEESS) and functions as a statewide specialized center within the Florida Diagnostic & Learning Resources System (FDLRS) network. The Center is housed on the campus of the Florida School for the Deaf and the Blind (FSDB).

RMTC-D/HH works collaboratively with school districts, agencies, associations, parents, and other state and federal discretionary projects to ensure accessibility and pedagogical needs of all students who are deaf/hard of hearing are met as required by IDEA 2004 and by Florida Statutes. Services are provided through the provision of technical assistance, professional development, consultation/mentoring, resources development and dissemination, and collaborative/networking activities.

The services provided by RMTC-D/HH support learning for students who are deaf/hard of hearing without regard to communication modality. RMTC-D/HH also provides on-site observation and supports to districts, including assistance with curriculum integration, and support for state and national initiatives. In addition, RMTC-D/HH coordinates a number of statewide initiatives, including Florida’s Communication Plan, How to Screen for Usher Syndrome, Working With the Experts-Deaf/Hard of Hearing, and the Language Reading Connection: Deaf/Hard of Hearing.

Services from RMTC-D/HH are provided by request and at no charge to the school, district, or organization.
Workshops are designed to assist personnel working with students who are deaf/hard of hearing in the areas of curriculum, instruction, accommodations, classroom considerations, modifications, visual learning support, teaching strategies, as well as the integration of technology into the classroom and lesson plans to increase student access to instruction and curriculum and build language skills.

Parents and Families - p.11
Workshops are designed to provide parents and families with information that will allow them to better support their children and to help them ensure that they will receive appropriate educational services and supports. The workshops expand parent knowledge in parenting, social, educational, and statutory areas that will impact the families, the children, and the educational environment.

Online Courses - p.17
These courses are designed to allow school personnel access to independent study and/or facilitated professional development to increase their ability to respond to the needs of students who are deaf/hard of hearing. Find out more at www.rmtcdhh.org/online-courses
Deaf/Hard of Hearing Support

Best Practices for Educational Interpreters

Educational interpreters play a vital role in the educational experience. This workshop will provide district personnel with a brief overview of Florida’s Communication Plan as it relates to interpreting services for students who are deaf/hard of hearing. We will define an educational interpreter’s role in the classroom and discuss the educational interpreter’s responsibilities as a member of the IEP team and best practice for minimum standards of qualifications. In this workshop, we will explore the different ways interpreters are housed in D/HH programs across the state. The group will be presented with solutions and resources for providing professional development opportunities for educational interpreters in their districts.

Intended Audience: Administration personnel both school-based and districtwide

Bilingual Storybook Apps for ASL and English

Students who are deaf/hard of hearing often have delayed language skills. Finding appropriate tools and resources to use can be a challenge. This session will explore resources specifically designed to use with students who are deaf/hard of hearing and bilingual - use American Sign Language and read and write in English. Participants will be able to: describe which students would benefit from these apps, online resources, and print resources, identify one source of research that supports bilingual education, and list at least three ways they can use this with their students.

Intended Audience: Teachers of the Deaf, Speech-Language Pathologists, Educational Interpreters, Counselors of students who are deaf/hard of hearing
Classroom Listening Technology - Requirements and Best Practices

This training is designed to discuss the deaf/hard of hearing eligibility process under IDEA and 504 Act. We will also discuss the purpose of a functional listening assessment and how to use the data gathered from a functional listening assessment to make evidence-based decisions about Specially Designed Instruction, Related Services, accommodations, and hearing assistive technology. This training will highlight sections of the Communication Plan directly related to hearing assistive technology. Participants will be able to: describe the difference between IDEA and 504 Act, list deaf/hard of hearing eligibility criteria, describe the purpose of a functional listening assessment, and list three ways a functional listening assessment can provide data to make informed decisions for the IEP process.

**Intended Audience:** Teachers of the Deaf, Audiologists, Speech-Language Pathologists

Collaboration: Getting Through the Rapids

This workshop will discuss the importance of collaboration between parents, school staff, and other professionals in the educational setting. The workshop will also discuss what the participants need to understand and do, to make collaboration successful.

**Intended Audience:** Parents, school personnel and other professionals

Deafness 101 For General Education Teachers

This workshop is designed for general education teachers, administrators, and support staff who do not have significant experience working with students who are deaf/hard of hearing. The workshop provides information on how to support these students in the classroom and how to adapt your presentation, pacing, and classroom to make sure the student has the opportunity for academic success. The session also provides time for questions and discussions with participants, as well as facts and information that will help you better understand the student and the deaf world in which the student lives.

**Intended Audience:** School personnel and other professionals
Florida's Communication Plan and IEP Development

This workshop is designed to review Florida's Communication Plan and eligibility process for deaf/hard of hearing. Formal and informal assessments are identified to use for each section of the Communication Plan. Using a case study, participants will then practice how to synthesize the assessment data and write descriptive narrative results to include in the IEP.

Participants will be able to: identify the regulations that require the implementation of Florida’s Communication Plan, name a variety of formal and informal assessments used to gather information for the Communication Plan, and describe how the Communication Plan informs the IEP.

**Intended Audience:** Teachers of the Deaf, Speech-Language Pathologists, and multidisciplinary professionals working with students who are deaf/hard of hearing

Florida's Communication Plan for Educational Interpreters

This workshop will provide educational interpreters with knowledge of the laws and requirements relating to Florida’s Communication Plan for students who are deaf/hard of hearing, as well as their involvement and role in the process of gathering information about the student’s communication and language use. During this session, interpreters will be provided with hands-on interaction with an Interpreter Feedback Form, case study examples, and a variety of checklists to use in the field. Participants will be able to: identify and explain federal and state regulations that require the implementation of Florida’s Communication Plan, identify the interpreter’s role related to the Communication Plan, explain the interpreter’s role in provision of the Communication Plan related services.

**Intended Audience:** Educational Interpreters, community/agency interpreters serving in the role of educational interpreter, Teachers of the Deaf, Administrative personnel who oversee educational interpreters
Florida's Communication Plan Overview

This workshop is designed to review the inception of Florida’s Communication Plan, its intended use, and statute requirements for students who are deaf/hard of hearing. Participants will be able to: identify the regulations that require the implementation of the Communication Plan, and determine how the Communication Plan informs the IEP.

Intended Audience: Parents, professionals working with students who are deaf/hard of hearing, staffing specialists, school-based or district administration personnel, anyone new to the field of Deaf Education

The Functional Listening Evaluation

An audiogram shows us how a student can hear when they are in the perfect listening environment of a sound-proof booth, however, as educators we know that classrooms can be noisy places. The purpose of the Functional Listening Evaluation (FLE) is to determine how listening abilities are affected by noise, distance, and visual access in a student’s everyday listening environment. The FLE can also be used as a validation tool to demonstrate the benefits of hearing assistance technology, ASL interpretation, or other classroom accommodations. This protocol is based on a listening paradigm suggested by Ying (1990), and by Ross, Bracken, and Maxon (1992), and was developed by Cheryl DeConde Johnson.

Intended Audience: Teachers of the Deaf and Speech-Language Pathologists

Justifying Supports and Services for Students Who Are Deaf/Hard of Hearing

This training will cover a brief review of the definitions of Least Restrictive Environment (LRE), Supplementary Aids and Services, and Continuum of Alternative Placements. We will discuss the differences between co-teaching, inclusion teaching, and consultation. Using this framework, participants will learn how to synthesize assessment data to include in the IEP related to LRE, as well as how to site specific data and sources, effects of the disability, and educational need in the Present Level Statements.

Intended Audience: Teachers of the Deaf, Speech-Language Pathologists, Audiologists, Educational Interpreters, Counselors, and any other professionals working with students who are deaf/hard of hearing
Florida’s Multi-Tiered System of Supports (MTSS): What is It?

This workshop explores the MTSS process. What is MTSS and what are the goals of the process? Who is eligible for MTSS supports, how does it apply to students, school staff and parents? How does the process work? How does MTSS and IDEA interact? What is the MTSS team and what is their role in the process? This workshop looks at all these questions from the perspective of working with a child with sensory loss.

Intended Audience: School personnel and other professionals

Smart Strategies to Improve Reading Comprehension with Captioned Media

This training is geared for those working with students who are deaf/hard of hearing however others may also find it beneficial. Captioned Media can be used to deepen reading comprehension. Most people create a picture in their head as they read based upon their experiences. Some students are at a disadvantage because they do not have as many personal experiences to create the images in their head. Too often teachers use captioned media at the end of their lesson or not at all. This session will explain why captioned media is for everyone and should be used during pre-reading to build background knowledge and during reading to assist with creating pictures as they read.

Intended Audience: Teachers, professionals, administrators, and parents

Serving Students Who Are Deaf/Hard of Hearing in the General Education Setting

This workshop provides a brief overview of how language delays affect academic performance for students who are deaf/hard of hearing. It will also discuss Florida’s Communication Plan, a document to gather data and drive the IEP process and will identify FLDOE discretionary projects charged with providing support for students who are deaf/hard of hearing.

Intended Audience: Professionals with little or no background in working with students who are deaf/hard of hearing
**UDL: Universal Design for Learning**

When we think of "Universal Design" we are thinking of what will help ALL students. An important part of education that is often overlooked is the auditory environment of classrooms. A majority of instruction happens auditorally, but it is invisible and not always considered when constructing a school or setting up a classroom. This one-hour presentation will bring awareness to this topic and will be especially helpful to those who build/design schools.

*Intended Audience:* School Administrators, D/HH Program Specialists, Teachers of the Deaf, and Speech-Language Pathologists

**What is “Special” about Special Education for Students who are D/HH?**

RMTC-D/HH will demystify the confusion of the relationship between Specially Designed Instruction, Expanded Skills for Deaf Hard of Hearing (ES-D/HH) (also known as Expanded Core Curriculum), Universal Instruction, and Response to Intervention (RtI) within a Multitiered system of supports (MTSS) for educators developing, improving and maintaining systems of support for all students. Teachers can easily be overwhelmed with all these initiatives and how to apply them in their instruction of students. This training will give you a brief overview of how these research based practices all work together to improve student outcomes. Then participants will explore resources to drive instructional practices and service delivery for individual students who are deaf and hard-of-hearing. Finally, brief examples will be included on how to incorporate the information in a communication plan and an IEP.

*Intended Audience:* Professionals, Teachers, and Administrators
Understanding IDEA and the IEP: What Does it Mean to the General Education Teacher?

This session is an explanation of IDEA and the IEP for general education teachers who may have limited experience with IDEA or IEPs. As more and more children with special needs are moving into the general education classrooms, it is critical for teachers to understand what IDEA is, what an IEP is, and what the teacher’s responsibilities are in relation to providing an appropriate education to a student with special needs. The session will also examine the relationship between IDEA and MTSS, the importance of data in IDEA, rights and responsibilities of the participants in the IDEA process, and things a teacher should consider in preparing to serve a student with special needs in the classroom.

**Intended Audience:** Teachers and other school personnel working with students who are deaf/hard of hearing

**Working with Families of Children who are Deaf/ Hard of Hearing**

This workshop discusses the issues and concerns that exist in a family with a child with special needs and how those issues and concerns impact the family’s interaction and relationship with the school and school staff. The session then discusses techniques teachers and other professionals can use to foster better relationships between the family and the school while encouraging more parent involvement in the educational process.

**Intended Audience:** School personnel and other professionals
Collaboration: Getting Through the Rapids
This workshop will discuss the importance of collaboration between parents, school staff, and other professionals in the educational setting. The workshop will also discuss what the participants need to understand and do to make collaboration successful.

Intended Audience: Parents, school personnel, and other professionals

Collaborative Support
Collaborative Support is designed to help parents understand educational issues and develop the skills to work collaboratively with the school district while also being able to constructively support their child’s interests as a member of the IEP team. We will explore the parents’ role in special education, how to effectively represent your child in the special education process, how to create an effective collaboration with school personnel, and how to collaborate in ways that allow parents to best participate and positively impact their child’s education.

Intended Audience: Parents and family members
Dads - Getting in the Game

This workshop works to help fathers better understand the importance of their role with their children and family. The session attempts to get fathers to evaluate their current level of involvement with their children and begin considering how they can work to improve that relationship and level of involvement.

Intended Audience: Fathers

Deafness 101 – For Parents and Families

This workshop is designed for parents and family members who have children who are deaf/hard of hearing. The workshop provides information on what it is like to be deaf/hard of hearing and the impact on the child and family. The session also discusses how this can impact the child educationally. Time for questions and discussions with participants is provided, as well as facts and information that will help you better understand the student and the deaf world in which the student lives.

Intended Audience: Parents and families

The Education of a Student Who is Deaf/Hard of Hearing

We will examine the expectations of parents when it comes to the education of their children who are deaf/hard of hearing. We will then discuss those expectations up against some of the common obstacles that public schools face when trying to provide the best possible education for that student. The workshop will discuss not only the common challenges that parents will encounter when placing their child who is deaf/hard of hearing, but also some of the uncommon challenges and attempt to find ways to get through these obstacles. It will also address best practices for educating a child who is deaf/hard of hearing as we attempt to see the lessons and the world that our student population that is deaf/hard of hearing face on a daily basis.

Intended Audience: School personnel and parents
Facilitating Language at Home
This workshop talks about how important it is for a family to do everything it can to facilitate language in the home for a child who is deaf/hard of hearing, and then provides information on what parents and other family members can do to facilitate language at home. The session provides the parents with some basic understanding of the need for language and things that they can do personally in the home and around the family to help make language as accessible as possible to the child.

Intended Audience: Parents and families

Florida's Communication Plan: Information for Parents
This session provides parents and family members with an understanding of Florida's Communication Plan, its purpose, why it is important, the parent’s role in the process, and how the Plan is created and used by the IEP team in developing a child’s IEP.

Intended Audience: Parents and family members

Inclusion Considerations for a Child Who is Deaf/Hard of Hearing
This workshop discusses issues and concerns that parents should examine when exploring placement of a child who is deaf/hard of hearing in an inclusion setting.

Intended Audience: Parents and families

Introducing the IEP Process: Making a Successful Transition to the School-Based IEP
This workshop explains the differences between the IFSP and the IEP and the processes that go into creating the IEP. The session also provides parents involved with writing an IEP with tools to help them make the process successful.

Intended Audience: Parents and families
Letting Go: Time to Land the Helicopter

The Letting Go workshop examines the importance of encouraging independence in a child with special needs. The workshop also discusses how hard it can be for parents to step back and offer the increasing levels of freedom to the child to allow the child to develop that independence. Finally, the training offers some ideas for parents in learning how to let go in a constructive fashion.

Intended Audience: Parents, family members, and professionals

Man Laws for Moms:
Understanding Dads and Why We Do What We Do

This session for moms will explore some of the reasons why dads do the things that they do related to family involvement. The session will look at strategies that mom can use to help encourage dad to be more involved with a child with special needs and the additional responsibilities that often surround raising the child.

Intended Audience: Moms

Navigating the IEP Process: How to Successfully Create an IEP for Your Child

This session explains the IEP process and the rights and the responsibilities of parents/caregivers. The do’s and the don’ts during the IEP process are discussed. This workshop encourages parent involvement and responsibility while emphasizing the need to work as part of the IEP team throughout the IEP process.

Intended Audience: Parents and families
Parent Survival Skills: Raising a Child with a Disability

This workshop explores the family dynamics of having a child with a sensory loss and looks at the impacts that can occur on the social and professional relationships in and around the family. This session stresses the need for internal communication in the family as well as developing strategies to cope with issues that may arise for the family members.

**Intended Audience:** Parents, families, school personnel, and other professionals

Raising a Child who is Deaf: Social, Behavioral and Communication Issues

This workshop examines a number of issues that families must be aware of in raising a child who is deaf/hard of hearing. In particular, the session spends time talking about three areas of importance. The first is the importance of communication at home and how a family can work to improve that area. The second area is behavior and how hearing related communication issues and family interaction can positively or negatively impact behavior. The third area is that of social issues and the impact that communication issues can have on the child in a world that is predominantly hearing. The workshop talks about what to be aware of and how, as a parent, you can work to create positive results in these three areas.

**Intended Audience:** Parents, families, school personnel, and other professionals
Taming Your IEP Dragon: A Parent’s Guide to Surviving the IEP Process

This workshop will discuss the importance of the IEP and explain to participants the five areas they need to understand and do to make them effective members of an IEP team and to be able to appropriately represent their children in this process. The five areas being discussed are Education, Preparation, Attitude, Collaboration, and Involvement. The session will link these together with the IEP process and the roles of other participants to create an understanding of the IEP, the parent’s roles, the roles of the other members of an IEP team, and how all parties must be able to work together to create a strong, effective IEP team that can produce an effective IEP.

Intended Audience: Parents, families, school personnel, and other professionals
for more information and to access these online courses, please go to: rmtcdhh.org/online-courses

DeafEd Express
The purpose of DeafEd Express is to increase the range and depth of best practices used by educators and other professionals in order to positively impact the achievement of students who are deaf or hard of hearing. There are a variety of educational approaches based on the needs of students who are deaf and hard of hearing, such as (listed alphabetically); an auditory-oral educational approach, a bilingual (bimodal) educational approach, and/or an oral educational approach. DeafEd Express covers topics related to deaf/hard of hearing eligibility, language development, academic impact, classroom and instructional strategies, and more.

Intended Audience: Teachers and other school personnel working with students who are deaf/hard of hearing.
Online Courses

Florida’s Communication Plan Training and Technical Assistance Module

Legislation added subsection (6) to Section 1003.55, Florida Statutes which required the Department of Education to develop a Communication Plan to be used during the development of an Individual Education Plan (IEP) for a student who is deaf/hard of hearing. This training and technical assistance module will answer questions such as: What is the purpose of the Communication Plan for Students Who Are Deaf/Hard of Hearing? For whom does the Communication Plan need to be completed? Who completes the Communication Plan? When and how often is the Communication Plan completed? How is Information from the Communication Plan reflected in the IEP? All sections of the Communication are explored in this course.

Intended Audience: All school personnel working with students who are deaf/hard of hearing, parents, district personnel, program specialists for deaf/hard of hearing

The Functional Listening Evaluation

An audiogram shows us how a student can hear when they are in the perfect listening environment of a sound-proof booth, however, as educators we know that classrooms can be noisy places. The purpose of the Functional Listening Evaluation (FLE) is to determine how listening abilities are affected by noise, distance, and visual access in a student’s everyday listening environment. The FLE can also be used as a validation tool to demonstrate the benefits of hearing assistance technology, ASL interpretation, or other classroom accommodations. This protocol is based on a listening paradigm suggested by Ying (1990), and by Ross, Bracken, and Maxon (1992), and was developed by Cheryl DeConde Johnson.

Intended Audience: Teachers of the Deaf and Speech-Language Pathologists
How to Screen for Usher Syndrome

This training is designed specifically to help school personnel in conducting screenings for Usher syndrome. Section 6A-6.03013(6), Florida Administrative Code, for identified students who are deaf or hard of hearing, requires school districts to conduct screenings for students at least once between the 6th and 12th grades. Students who are at high risk may need to be screened once in middle school and once in high school. This training provides information on Usher syndrome, how to conduct a screening, the actual forms needed to conduct a screening, guidelines on next steps after the screening, resource materials, and a contact list of state and national resources.

**Recommended school-based team:** Teachers of the Deaf, Interpreters, Teachers of the Visually Impaired, and/or school nurses
Carmelina Hollingsworth - Director
Carmelina Hollingsworth is the Director for the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH) project. Carmelina serves as a member of the Florida’s Response to the National Deaf Agenda Team, the State AIM/AT/UDL Oversight Team, the Statewide Technology Advisory Committee, and she is a member of the Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan Team's committee for Best Practices in Inclusion.
Contact: c.hollingsworth@rmtcdhh.org

Mark Keith - Parent Liaison & Training Specialist
Mark Keith is the Parent Liaison and Training Specialist, providing training, consultation, and information and referral for parents and school districts across Florida. He also is responsible for questions related to IDEA, IEPs, 504s and ADA, as well as developing and distributing the RMTC-D/HH email blasts.
Contact: mark.keith@rmtcdhh.org

Cara Wilmot - Deaf Education and Transition Coordinator
Cara Wilmot is the Deaf Education and Transition Coordinator, providing training and technical assistance to support teachers and other professionals working with students who are deaf/hard of hearing statewide. She brings considerable experience working on issues related to transition, itinerant services, and expanded skills.
Contact: cara.wilmot@rmtcdhh.org
Sherry Conrad - Technology Training Specialist

Sherry Conrad is the Technology and Training Specialist providing professional development and technical assistance to professionals working with students who have hearing loss across the state of Florida. She has extensive background in the field of “Deaf+” and itinerant teaching in Pre-kindergarten through transition-age environments as well as experience in IEP writing and compliance monitoring. She is also a certified Visual Phonics trainer.
Contact: sherry.conrad@rmtcdhh.org

Ezra Loy - Media and Technology Specialist

Ezra Loy is the Media and Technology Specialist, providing website development, implementation of Learning Management Systems and online trainings, and technical support for RMTC-D/HH. He comes to RMTC-D/HH with a background in Learning Management Systems and live video streaming/webcasting.
Contact: ezra.loy@rmtcdhh.org

Laura McDonald - Administrative Assistant

Laura McDonald is the Administrative Assistant for the Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH). She has worked with the project for 18 years. Her main responsibilities include overseeing the lending library, coordinating captioning projects, and organizing professional development activities. If you call our 800 phone number, you will be welcomed by Laura.
Contact: laura.mcdonald@rmtcdhh.org or 1-800-356-6731
In Loving Memory...

Brian Newton
1975-2017
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