

Lynn H Price - Biography

Lynne H Price, NBCT has extensive teaching experience. She is certified in DHH, General Education, and Reading. She has worked in both residential and public schools. She has been an administrator and program/ curriculum developer. She has presented nationally and internationally and authored books and articles in the field.

A Deeper Look

Lynne H Price is the author of books and articles related to services for DHH students including:

1. Steps to Success - A Scope and Sequence of Skills for Students who are Deaf/Hard of Hearing: Perception, Processing, Self Knowledge, and Advocacy Development (a manual for developing expanded core skills),
2. C.O.A.C.H. Successful Instruction of Functional Skills and Transition (an instructional model for the development of self advocacy skills).
3. WORDS – Stories and activities for Vocabulary Knowledge (stories and worksheets developing word knowledge using real photos, simplified and advanced narratives, and language activities).
4. Steps to Assessment - coauthored with Dr Karen Anderson.
5. Teacher Tools to Support the Success of Children with Hearing Loss (a web magazine)

She a twice National Board certified teacher with 40 years of teaching experience and is certified in the areas of Hearing Impaired, K – 12 Regular Education, and Reading. She has worked in both residential and public school settings - preschool through high school, and in all settings - separate through itinerant. She is fluent in sign language and cued speech and is trained in listening and spoken language skills (LSLS).

Lynne has a very broad world view based on being born in Tokyo, Japan and having lived her early years in Asia, the Middle East, and Europe. She attended high school in the Maryland suburbs of Washington, DC and completed undergraduate work at the University of Maryland. She graduated with honors from Lenoir Rhyne College in NC where she was a student liaison member of the department of education faculty, helped create a service sorority related to teachers for DHH, and completed a year residency training at the NC School for the Deaf in Morganton.

She began teaching the year PL 94-142 was enacted. Her first job was to create and run a public school program for students who are deaf or hard of hearing in a rural county in NC. After 4 years, she moved to Raleigh, the state capital, and joined the Wake Co. School System, the 15th largest system in the nation. She was the first person in the state to earn National Board status in the area of Hearing Impaired. After 10 years, she renewed her National Board status and expanded her skill set by becoming certified in Reading. She is trained in all 3

research based reading programs. She has also taken graduate level courses related to mental illness and behavior management.

In addition to teaching, she has served as an administrator for hearing impaired services, mentored staff, and developed programming and curriculum. She established a committee to develop assessment guidelines for psychologists to use with students who are deaf and hard of hearing. She was a founding member of the Usher Screening Team for the school system.

On the state level, she has served on the NC Task Force for the National Agenda for Achieving Educational Equality for D/HH students. As part of that team, she has helped create the state Communication Plan and drafted components for changes to legislation and department policy as well as best practices guidelines.

Over the past ten years, she has shared her knowledge and experience by presenting at regional and national workshops and conducting training for statewide programs. She has presented and been the keynote speaker for ITI in Chicago and for FEHI in Orlando. She has presented at AG Bell National in Orlando, at WESP-DHH in Wisconsin, and at ODUP in Charlottesville, VA and other conferences in Texas, Massachusetts, Pennsylvania, and Ohio. In 2015 and 16, the University of Toronto, Canada sponsored her to be a visiting scholar for audiology students in Doha, Qatar. In 2018, she presented at the University of Edinburgh in Scotland.

Building Blocks of Self Advocacy Skill Development

Language of Conflict – Behavior Management through Language Development

Behavior impacts the speed and accuracy of learning. By positively influencing behavior, content knowledge is increased and social skills are improved. This presentation will explain reasons, functions, and factors related to all behavior. It will describe the impact of stress on behavior and related defense mechanisms. It will illustrate the conflict cycle and list ways to change behavior. It will list specific areas of impact that hearing loss has on behavior and outline specific ways to impact behavior.

Objectives:

1. Recognize the cause of all behavior.
2. State the steps in the conflict cycle and how to break it.
3. Identify the impact of hearing perception on behavior in the educational setting.

Steps to Success - The Other Curriculum

A 2009 survey stated that only 24% of deaf, deaf-blind and hard of hearing adults advocate for needs related to hearing. In addition to language, literacy, and vocabulary, children need to learn advocacy skills to fully access information and communicate in a global setting. Steps to Success presents a scope and sequence of skills, instructional strategies, activities, and assessments to enable a student to be an effective listener, a successful communicator, a proficient reader, and a knowledgeable consumer of goods & services related to hearing needs.

Objectives:

1. State areas of instruction appropriate to age and language level of individual children.
2. Assess levels of performance, identify skills to be taught, and develop activities for goals related to advocacy skill development.
3. Create a sequence of lesson plans for developing knowledge and application of advocacy skills.

COACHing, not Teaching – Implementing a Functional Curriculum and Transition Plan for Children who are Deaf or Hard of Hearing

COACHing is a new instructional model that provides the framework for addressing functional achievement and developing communication and advocacy skills. **It is a shared situation-based problem-solving instructional model.** It is shared because the instructor and student have equal parts in all decision making. It is situation based because the application of skills changes for different situations. It is problem solving because communication and access require skills such as observation, analysis, prediction, and social awareness for each situation. COACHing has two levels of instruction – surface and underlying. The surface level is the problem-solving student interactive level. The underlying level is the specific skill instruction needed to do the surface level.

Objectives:

1. Identify key areas of instruction for self-advocacy and transition instruction in the C.O.A.C.H. model.
2. Analyze a student-centered model of instruction for a variety of academic and real-life situations.
3. Develop an awareness of the hierarchy of problem-solving skills and environmental analysis skills.