

Over 175 Presentation Hours

Discover Practical Strategies, Tools And Resources To Support ALL Students

Recordings available on-demand.
Captions and transcripts provided.

Presentations subject to change.

Updated 8/11/21

ACCESSIBILITY & UDL

Supporting Dyslexia in any Learning Environment with Free Microsoft Tools

LIVE VIRTUAL

COMPANY AFFILIATED: Microsoft

LENGTH: 1 hour

DATE & TIME (CDT)

October 11

12:00 pm - 1:00 pm

Students with dyslexia are at a disadvantage from their peers when it comes to accessing the curriculum and engaging in classroom content. Microsoft's new broad set of assistive technology capabilities levels the playing field by ensuring students of all abilities can engage in and personalize their learning experience. This session will showcase Microsoft's free, accessible tools in the areas of reading, writing and math. Including our JUST RELEASED Reading Progress tool! We will demonstrate how these free tools can be used to support classroom engagement of student with learning differences such as dyslexia, dysgraphia, ADHD, emerging readers and more. Details, demonstrations and student examples will be shared about several new and improved sets of capabilities across Microsoft 365 products and platforms. *Rachel Berger, Education Experience PM, Learning Disability AT Specialist, Microsoft, Hugo, MN.*

Supporting Persons who are Minimally Verbal or Nonverbal Through a Trauma-Informed Lens

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 11

12:00 pm - 2:30 pm

In this presentation, we will discuss how to

provide therapy through a trauma-informed lens to persons who are minimally verbal or non-verbal. In addition, we will present assessment options that may be appropriate and effective in determining the underlying reasons for behaviours using various tools. Last, we will explore treatment options that emphasize building trust, supporting emotional understanding and regulation, and set the stage for helping our clients to live their best lives. As best put by Sheryl Sandberg, "We cannot change what we are not aware of, and once we are aware, we cannot help but change."

Trish Lawrie, Speech Language Pathologist/Co-owner of Achievements Unlimited Therapy Services, Achievements Unlimited Therapy Service, Calgary, Alberta Canada ; Erin Palma, Psychologist, Achievements Unlimited Therapy Service, Calgary, Alberta Canada

Hands-Free - Alternate Access to Apple Devices

LIVE VIRTUAL

COMPANY AFFILIATED: Apple

LENGTH: 1 hour

DATE & TIME (CDT)

October 11

1:30 pm - 2:30 pm

Apple has powerful built-in accessibility features that are designed with people with disabilities in mind. This session will cover the built-in accessibility features of iPad, Mac and Apple Watch, focusing on the area of physical access features in Apple Devices. We will discuss device access barriers, and what built-in features can help overcome those barriers. Features covered will include Touch Accommodations, Voice Control, Pointer Control, Switch Control, Siri and 3rd party

hardware solutions. We will also touch on the practical applications of these accessibility features and how they can be used everyday and in various situations.

Mark Coppin, Director of Disability Services, North Dakota State University, Fargo, ND.

Supporting Alternative Access to AT in Activity, Moving Through the Entire Classroom Day

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 11

3:00 pm - 5:30 pm

Finding access and providing accessibility (to activity participation and/or AT) for students with complex bodies can be a huge challenge. This presumes that a specific access technique must be discovered and mastered before the student can progress to mastery of AAC and/or a computer use, powered mobility, or access to activity. Focus on the technology is frequently considered to be more important than the activity. Sensory processing, visual focus, attention, and postural control must be considered too. To assist these children in wheelchairs in using "access", we must understand how their bodies work functionally, and how mobility/movement in and out of their wheelchairs is critical. We must also recognize how to support these students through all activity, providing accessibility, and experience within the school day.

Karen Kangas, Occupational Therapist, nationally certified and state licensed, and Consultant, Clinical Educator, Adjunct University Faculty, Assistive Technology Specialist, Seating and Mobility Specialist, Karen M Kangas OTR/L, Camp Hill, PA.

What's New for Microsoft Windows

Accessibility

LIVE VIRTUAL

COMPANY AFFILIATED: Microsoft

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 9:00 am - 10:00 am

During this talk, the Microsoft mission will be discussed and how it relates to accessibility and to empowering people of all abilities. Attendees will learn how to discover, learn and use accessibility settings in the Ease of Access Settings. These settings will make your computer easier to see, hear and interact with. *Mariah Moon, Senior Program Manager, Microsoft, Redmond, WA.*

Accessibility in Google Workspace

LIVE VIRTUAL

COMPANY AFFILIATED: Google

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 10:30 am - 11:30 am

Come learn about the accessibility of Google Workspace products such as Classroom, Calendar, Gmail, Docs, Drive, and more. *Matthew Millett, A11y Program Manager, Google, Mountain View, CA.*

Staying Off Snapchat! Technology Tools to Support Executive Function While Learning

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 12:00 pm - 1:00 pm

Most students are one-to-one with mobile technology, Chromebooks, or laptops in today's educational and home environment. For students who struggle with executive function, learning with access to the internet can be challenging. Students are distracted by the endless possibilities of technology such as social media, gaming, or browsing the web. This presentation provides a range of technology solutions to assist with executive function skills. Using these tools will allow students greater success while conducting school work on various platforms of devices. The technology tools provided in the presentation support time management, material organization, focus, and self-regulation while utilizing the Chrome browser and mobile devices. This training provides strategies to keep your students focused and off Snapchat!

Jennifer Skalitzky, Assistive Technology Facilitator, ATP, Infinetec, Infinetec UCP-

Seguin, Tinley Park, IL.

Create Accessible Content: Everyone Deserves Equitable Access

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 12 1:30 pm - 4:00 pm

Learning to create accessible content does not happen overnight. It's a journey requiring time, knowledge, and dedication to growing a comprehensive understanding of technology and information as it changes and relates to equitable access for everyone. Join this session to begin or continue your journey into creating accessible content for your students and stakeholders. Together, we'll examine the legislation requiring digital accessibility, 8 essential accessible design elements as described in the Web Content Accessibility Guidelines (WCAG), and tips to make even your slides and printed materials accessible. Plus, you'll leave with free tools and resources to immediately begin checking and remediating the accessibility of your current projects.

Jena Fahlbush, In all presentations, I was a PATINS Specialist focused in the areas of low incidence, intensive interventions for students with autism, web and Microsoft accessibility, and accessible content authoring., PATINS Project, Indianapolis, IN.

Alternative Access and Independent Use with Multiple Devices For Students Facing the Biggest Challenges

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Having equipment and having it work together is critical for AT to actually provide independence. This is a challenge with alternative access. Adaptive Switch Labs, Inc, is a small company which has always specialized in making things work together especially for individuals who need to use alternative access. Today's workshop will share their newest products, and a "how-to" for supporting independent use of AT, AAC and powered mobility.

Lisa Rotelli, Executive Director and Clinical Educator of Adaptive Switch Labs, Inc Assistive Technolog specialist, Manufacturer, Adaptive Switch Labs, Inc, Spicewood, TX; Michele Bishop, Clinical Educator, Adaptive Switch Labs, Inc., Portland, OR.

Avail App Provides the Right Universal Design for Learning (UDL) for All Students

ON-DEMAND

LENGTH: 1 hour

In this one hour session you will learn the AVAIL App. This incredibly easy to use app will transform your functional life skills classrooms and increase student learning and achievement. You will realize how much your students are capable of doing when they have the right tools to access the desired learning. You will see how providing systematic repetitive instruction for students with the greatest needs can perform the tasks with the right supports.

Dean Troup, Palm Springs Unified School District, PALM SPRINGS, CA.

Chromebook Accessibility Features and Functionalities

ON-DEMAND

COMPANY AFFILIATED: Google

LENGTH: 1 hour

In this session, members of the Chrome and Chrome OS Accessibility team will dive into the various assistive technology features built into Chromebooks to make the learning experience more accessible for all students. We will also explore some additional Chrome extensions for students to further customize their experience based on their individual needs. We will highlight a handful of new features and tools available as of fall 2021, and will be eager to take questions and feedback!

Kara Booker, Program Manager, Google, Mountain View, CA; Cynthia Shelly, Lead Program Manager, Google, Mountain View, CA; Anne Nash, Program Manager, Google, Mountain View, CA.

Enhancing Remote Learning Through Accessible Media

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Research has shown that the use of multimedia is beneficial to all students. However, it is not always easy to find educational media with high-quality captions and description. The Described and Captioned Media Program is a federally funded program, which provides accessible educational media and much more. Learn about this free resource. We'll discuss how captioned and described media can enhance learning and the

classroom experience in both face-to-face and virtual settings.

Cindy Camp, Marketing and Communications Specialist, Described and Captioned Media Program, Spartanburg, South Carolina.

Equity and Access in Online Environments for Students with Learning Disabilities

ON-DEMAND

LENGTH: 1 hour

The pandemic exposed a sharp disparity in resources, time and structures for students learning at home versus in school. With a focus on equity and access, in this session I developed an awareness and understanding of how to create an equitable learning environment for all students in a distance setting. I also learned about the many ways transcriptions and captions can provide an interactive experience for all students.

Misty Cobb, Senior Customer Success Manager and Education Strategist, Verbit, New York, NY.

How to Adapt a Variety of Battery-Operated Toys with a Step-by-Step Tutorial and Useful Tips

ON-DEMAND

LENGTH: 1 hour

In this 60 minute presentation intended for beginners, I plan to overview and discuss the entire process of how to make a battery-operated toy switch accessible on your own! No prior knowledge of switch adapted toys or how to make toys switch accessible is needed. Everything you will need including materials, step-by-step instructions, and helpful resources and advice will be provided in this general overview session. I will be performing a live demonstration of how to adapt a simple battery-operated plush toy as the main component of this presentation, but I will also briefly touch on other topics such as adapting more complex toys with circuit boards to allow those interested to further pursue these topics. *Michael Dicpinigaitis, Student (sophomore at Cornell University as of date of presentation), JerichoAdaptsToys, Glen Head, NY.*

Improving Learning Outcomes for Students of All Abilities with Microsoft Tools

ON-DEMAND

COMPANY AFFILIATED: Microsoft

LENGTH: 1 hour

Join us to learn about Microsoft built-in accessibility tools to support students of all

abilities with reading, writing and math in all learning environments. This session will showcase tools in Office 365 and Windows for the inclusive classroom. These free tools can be used to support classroom engagement of students with learning differences such as dyslexia, dysgraphia, dyscalculia or a combination of any of the broad range of unique abilities. Details and demonstrations will be shared about several new and improved sets of capabilities across Microsoft 365 products and platforms.

Mariah Moon, Senior Program Manager, Microsoft, Redmond, WA; Rachel Berger, Education Experience PM, Learning Disability AT Specialist, Microsoft, Hugo, MN.

Let's Talk "Techquity" for Every Student, Every Assignment, Every Environment!

ON-DEMAND

LENGTH: 2.5 hours

Techquity is the strategic and intentional use of technology to help mitigate or close the barriers that Diversity, Equity, and Inclusion (DEI) initiatives are addressing. Equitable access means all students receive access to AT resources. To move the needle, maintenance of equity and inclusion matters. Every student. Every assignment. Every environment. This session details Plymouth-Canton's ongoing work to address barriers to equity and inclusion at the district, building, and classroom level. We will discuss how to empower educators to implement Universal Design for Learning (UDL) principles into their instructional practices in order to provide equitable access to all students. We will also demonstrate how to empower learners to independently utilize UDL tools for success by sharing proven strategies for implementing tool usage into daily instruction.

Stacey Banks, Assistive Technology Consultant/Teacher Consultant/District Alternate Assessment Coordinator, Plymouth-Canton Community Schools, Plymouth, MI; Marc Callahan, Territory Representative, Texthelp, Woburn, MA.

Mission Possible: Robots Making School Possible for Students

ON-DEMAND

LENGTH: 1 hour

In this session, participants will learn how Madison Metropolitan School District (MMSD) advocated for a fleet of robots to support remote learning for students with unique

needs/complex situations that do not allow them to attend school in person. Participants will learn how a robot can support students, and how this tool could contribute to money saving opportunities for a school district. Focus will be given to explaining the roles of staff and caregivers in assisting and adapting the classroom and home. Attendees will understand the value of an inclusive classroom and how to facilitate improved educational outcomes in their district. A hands-on experience will be offered to interact with MMSD's robots and testimonials will be shared from MMSD students attending school via a robot.

Anna Cliff, Program Support Teacher for Assistive Technology AT Specialist OTR/L, Madison Metropolitan School District, Cross Plains, WI; Brenda O'Connell, COTA, AT Program Support, Madison Metropolitan School District, Madison, WI.

Parent Education to Facilitate use of Assistive Technology Tools Across Educational Transitions: Results of a Pilot Program

ON-DEMAND

LENGTH: 1 hour

This session is relevant for parents, educators, related service providers, and assistive technology specialists. The important benefits of AT will be lost if strategies and tools don't transfer with students to new academic settings. An overview, roadmap, and outcomes of a parent education program designed to inform and empower parents on AT literacy and AT advocacy for students with learning disabilities will be presented. Course content can be replicated, modified, or generalized to other settings, as well as targeted toward other parent education topics and objectives.

Kirsten Kohlmeyer, AT and Program Evaluation Coordinator, Redwood Literacy, Chicago, Illinois.

ReadSpeaker: Making The Online Learning Experience Come to Life

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor

Session

LENGTH: 1 hour

Are your students challenged by their online environment? Are they struggling with screen burnout? Do they feel alone in their experience? Learn how ReadSpeaker's suite of tools engages learners by making their online

learning experience come to life with life-like voices and accessibility tools. ReadSpeaker follows the UDL model of learning by utilizing the multi-modal presentation of materials that helps produce engagement that leads to learning, which leads to success and retention.

Kathy Wood, Education Partner Manager, ReadSpeaker, Rome, Georgia; Ginger Dewey, Educational Development Manager, ReadSpeaker.

Xboxes, Robots, Dragons, and More: Tools for Improving Access

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor
Session

LENGTH: 1 hour

What do gaming, controlling robots, operating toys, and using iPhones/iPads have in common? For individuals with significant motor limitations, they provide an opportunity to have fun, be more independent and, in the process, develop a more accurate and efficient means of accessing a computer or communication device! In this session, we will demonstrate the Context & Effect app with the NeuroNode as a means of playing multi-switch games, operating multi-function toys, controlling various actions on robots, and using iPhones/iPads without switching from device to device. Opportunities to use these tools to help assess access methods for computer or communication device use will be discussed as well.

James Schorey, Chief Technology Officer, Control Bionics, Milford, OH; Kristin Whitfield, Clinical Education Specialist, Control Bionics, Milford, OH.

Google's Project Euphonia - Moving Forward

ON-DEMAND

COMPANY AFFILIATED: Google

LENGTH: 1 hour

This session will present an overview of our goals with case studies, and the need for gathering enough recordings. Data collection efforts with Euphonia will be discussed including some updates on the details of the data collection (amount of phrases and gift card amounts).

Marilyn A. Ladewig, , Google, New York, NY; Richard Cave, SLT Project Manager, Motor Neurone Disease Association, London, United Kingdom.

ASSESSMENT & IEPS

"But What If The Teachers Won't Do It?":

Tips for Successful School-Based AT Services

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11

1:30 pm - 2:30 pm

Are you an AT Specialist that regularly finds adults to be more challenging than students? Wondering why the AT is on a shelf and what more you can do about it? As a veteran AT consultant, Keri is very familiar with the struggle of promoting change among IEP teams. Having worked directly with teams at hundreds of schools, as well as district and state level systems, she has identified key strategies to help improve outcomes with staff. This session will focus on tools and techniques for consulting with teachers, paraprofessionals, and related service providers to promote their success, build relationships, and increase AT utilization with students. Examples include examining common pitfalls that impede success, facilitating competency and confidence in staff, and ensuring desirable and reliable AT services.

Keri Huddleston, SLP/AT Specialist, Giving Voice Consulting, Reno, NV.

Using Google Forms and Sheets to Simplify Data Collection and Analysis

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12

12:00 pm - 1:00 pm

Come learn how to make Google Forms and Sheets work for you. As a professional, you use data every day. Why not make the process easier and more efficient? This session will focus on how to word goals and objectives in a way that makes them measurable and then will introduce you to ways to use Google Forms to create forms that allow you to easily input data and how to use features of Google Sheets to format and interpret data in a visual manner. Learn simple tools you can use immediately.

Cassie Frost, Assistive Technology Specialist, Disruptive Teaching, Stevens Point, WI.

IEP's with n2y's Polaris: Where Teams Align & Students Shine

LIVE VIRTUAL

COMPANY AFFILIATED: 2021 Exhibitor

Session

LENGTH: 1 hour

DATE & TIME (CDT)

October 12

3:00 pm - 4:00 pm

Join n2y's Megan Moore to find out where teams align and students shine. Until the creation of Polaris, there has been no reliable way to coordinate the ongoing swirl of data, reporting, observations, and input from individuals with unique learning needs. No way to ensure they are in alignment, in compliance, and keeping them progressing not only toward their educational goals but on a successful path to independence. Polaris revolutionizes the work of the IEP team with the power of collaboration, automation, high visibility, and ongoing data-driven decision-making.

Megan Moore, Product Director, Positivity & Polaris, n2y, Huron, OH.

Improve Student Fluency with Reading Progress in Teams for Education

LIVE VIRTUAL

COMPANY AFFILIATED: Microsoft

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

9:00 am - 10:00 am

Get a first look at the new Reading Progress app in Microsoft Teams. Reading Progress is a free tool that allows educators to assign reading fluency passages that students can independently record themselves reading out loud. Educators can review the audio and video with AI assisted help, and gather insights automatically on student progress.

Mike Tholfson, Principal Product Manager, Microsoft, Redmond, Washington.

A Practical Guide About Text to Speech for IEP Teams

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

10:30 am - 11:30 am

Many students with IEPs have an ever-growing gap between their achievement scores and grade level expectations. These students face a daily frustration concerning the mismatch between their independent reading skills and the grade level reading materials they are assigned. Data from Bookstore and APH reveal that only a small percentage of students with

disabilities are provided with accessible educational materials. This presentation will share the results of a state-wide project to gather the latest research, policy, and practice guidance concerning text to speech (TTS) and about how to meet the legal obligations to ensure that each student with a disability has access to a Free Appropriate Public Education (FAPE). Participants will learn how to access a free ebook with more than 30 TTS products and strategies to assist educators in capturing the potential of TTS for students with disabilities.

Toni Chambers, Training Director, Wisconsin Family Ties, Madison, WI; Dave Edyburn, Senior Research Scientist and Professor Emeritus, University of Wisconsin - Milwaukee, Normal, IL; Nissan Bar-Lev, Director of Special Education, CESA 7, CESA 7, Milwaukee, WI.

Advocacy and the IEP!

ON-DEMAND

LENGTH: 1 hour

Are you a special ed teacher, therapist, parent of a child with a disability, or an advocate? Then you have come to the correct place! I will share some of the “tricks of the trade” to make sure you have a well-written IEP. We will go over some federal requirements, new court rulings, and some legal terms you should all know! The “I” in IEP gets left out often. I will help you to individualize an IEP and advocate for what will help a student to make educational gains, write SMART goals, and ensure parents have meaningful participation in the process.

Mo Buti, Owner of Aiepa: Advocate and Instructional Expert for People with Autism . . . Aiepa: Advocate and Instructional Expert for People with Autism, Chicago, IL.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

Switch It Up in a NY Minute! - 50 Creative Ways to Teach Students with Significant Disabilities to Use Switches

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 11 9:00 am - 11:30 am

Are your students not interested in using switches? Do they throw them and bang them? Trying to teach your students to scan on AAC devices? Been using the same switch games

all year? Reaching a creative rut? Sounds like you need to SWITCH IT UP! Help is on the way from the iHope School team in NYC! This fast-paced session will share a range of switch activities such as play, art, games, toys, cooking, books, software, alternative pencils, practical jokes, inexpensive DIY solutions and even IEP goals! The activities will be presented based on the Burkhart Stepping Stones to Switch Access Framework. Click, click away!
Gretchen Hanser, Director of Assistive Technology and Literacy Specialist, International Academy of Hope, New York City, NY Minor Outlying Islands ; Chau Nguyen, Senior Occupational Therapist, International Academy for Hope, New York, NY; Jennifer Hensley, Senior Occupational Therapist , International Academy for Hope, New York, NY; Nora Henry, Senior Occupational Therapist , International Academy for Hope, New York, NY; Shoshannah Newman, Special Education Teacher, International Academy for Hope, New York, NY.

How Do You WordPower? Explore Features Across AAC Solutions on Accent, NovaChat, and TouchChat App

LIVE VIRTUAL

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 9:00 am - 10:00 am

WordPower programs are unique vocabulary designs for AAC communicators. The vocabularies have expanded over time and offer in-depth and comprehensive options for a wide range of ability levels, designed to be intuitive and easy to use. WordPower is word-based allowing the generation of novel information with minimal keystrokes. Versions have been designed for direct selectors and scanners. We will present exciting new features to enhance communication on PRC-Salttillo platforms. Participants will review guiding principles of WordPower files across PRC-Salttillo device and app solutions. Feature matching guides decision-making in selecting a solution an individual may need. We will explore clinical decisions and client examples using WordPower on different PRC-Salttillo AAC solutions.

Nancy Inman, ‘-Practicing SLP in private practice specializing in assistive technology- Author of WordPower AAC vocabularies, as

well as the Flip ‘n Talk manual-based AAC communication system, Inman Innovations, Annapolis, MD; Lisa Timm, Training and Implementation Manager, PRC-Salttillo, Solon, IA.

Building Blocks to Autonomous Communication: A Systematic Approach to Support AAC Users in Education

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 9:00 am - 10:00 am

This session will provide a team-based approach that focuses on the what, why, and how of supporting learners of all ages with complex communication needs. This seven-block model focuses on AAC fundamentals, AT consideration, building communication partner skills, exploring a variety of AAC tools, supporting AAC users with alternative access, developing literacy skills, and communicating beyond the classroom. Participants will receive background information on the development of the model and an overview of the content included in each block. You will also learn how you can create and implement this approach with your own teams, including the use of coaching and the creation of systems that support the sustainability of the effort.

Carolyn O’Hearn, Speech-Language Pathologist, AT/AAC Specialist , Alt+Shift, Clarkston, MI; Sara Pericolosi, Speech-Language Pathologist AT/AAC Specialist , Alt+Shift, Iron Mountain, MI.

Promoting Language Growth Beyond Core Words in AAC Users

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 1:30 pm - 2:30 pm

This session will focus on moving AAC users beyond the initial stages of treatment, which often focus on core words and device navigation. Using real life examples and practical activities, the speakers will provide steps for promoting language growth both into more sophisticated language structures and meaningful social interactions. Learners will review the Brown’s Language Stages and be given the opportunity to rate individuals at a baseline level. Activities for increasing language complexity will then be discussed, with additional video opportunities for rating actual improvement in skill.

Claire Campbell, SLP II at Vanderbilt University Medical Center/Co-Founder of Partners in Communication, Vanderbilt University Medical Center, Nashville, TN; Grace Hastings, Speech-Pathologist II, Vanderbilt University Medical Center, Nashville, TN.

Starting Early: What Parents of Children with Complex Communication Needs (CCN) Wish They Knew and How Early Childhood Professionals Can Help

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 11 3:00 pm - 5:30 pm

Parenting a child with multiple challenges, CVI and CCN doesn't come with a guidebook. Often, parents may not have a network of other parents for support and questions. Come join us as we interview parents of these children. Parents share what they wish they knew before their children started school, as well as share case studies of their child's communication development and what they learned along the way. From their experience, professionals can learn ways to support parents and teach them foundational strategies including: presuming potential, introducing and incorporating AAC at a young age despite access challenges, appreciating that parents know their child best and giving families tools to be lifelong advocates for inclusive lives. Come explore ways to empower families to take-the-reins early!

Linda Burkhart, Private consultant, Augmentative Communication and Assistive Technology Specialist, Linda Burkhart, Saint Johns, FL; Rebecca Sobolevsky, Owner, Team Speech, Team Speech, Aurora, CO; Jaime Show, Pediatric Speech Language Pathologist, Marianjoy Rehabilitation Hospital, Wheaton, IL.

Starting Sooner: AAC Skills for Success in the Real World

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 3:00 pm - 4:00 pm

Have you ever considered what the "endgame" is for individuals who use AAC and when to start working on AAC skills for adult life? It takes years to establish the basic communication skills needed for success in adult life. In this presentation, we will discuss three communication components: Safety and Self-advocacy, Wellness and Sexuality,

Community Engagement and Travel - that are critical for adult life and how to address these in both younger and older communicators. Strategies and materials will be shared such as conversational scripts, templates for modifying AAC vocabulary files, and low tech identification cards to support the practice of these targeted communication skills. Learn how to support individuals of all ages who use AAC to Be Safe, Be Well, and Be Engaged. *Deanna Morrow, Speech-Language Pathologist, Focus Beyond Transition Services, St. Paul, MN; Micaela Smith, Community Travel Instructor, COMS, Special Education Instructional Coach, St. Paul Public Schools, St. Paul, MN; Heather Prenovost, Speech-Language Pathologist and Assistive Technology Consultant, Saltillo, Isanti, MN.*

Early Intervention and AAC: How to get Young Children Started Earlier Using AAC

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 3:00 pm - 4:00 pm

This course will guide practitioners on best practices for the assessment and implementation of AAC for children birth to 3-years-old. Participants will learn how to educate families on the incorporation of visual supports and AAC as a tool to build language skills. This session will also include a comprehensive review of potential AAC options to trial and how to determine appropriate vocabulary selection for young children. Special emphasis will be placed on a strengths-based and family-centered approach to intervention. *Rachel Madel, Speech Language Pathologist, Private Practice, Venice, CA.*

Remote Social Language Learning Groups for Auditory-Plus-Visual Scanners

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 9:00 am - 10:00 am

Come join us as we detail the journey of a group of young adults with complex communication needs and their parent communication partners as they navigated remote learning over the time of the pandemic. These individuals all require partner-assisted auditory scanning with their PODD communication books and two switch step scanning to access PODD communication

speech generating devices. We will use numerous video examples and anecdotes to share our process, progress and what we learned along the way, beginning with facilitator-direction and moving to AAC user-directed topics, conversations and interactions. We will also explore the potential of professionals and parents to use remote learning for bringing together people with similar complex communication needs who may be geographically separated. *Alice Strobel, Yorkville High School Life and Academic Skills Teacher, Yorkville CUSD #115, Batavia, IL; Linda Burkhart, Private consultant, Augmentative Communication and Assistive Technology Specialist, Linda Burkhart, Saint Johns, FL.*

Hacking Language Learning With Robot Sidekicks and Augmentative/Alternative Communication

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 10:30 am - 11:30 am

Learning language through AAC devices and learning to code has a natural synergy as both are ways to communicate using a structured rule set. Participants in this session will experience free and low-cost tools, many of which might already be available in their organizations, to teach language through the engaging and empowering mediums of block coding and robots! Participants will have an opportunity to create their own program and outline ways to incorporate coding into their own language instruction. *Christopher Bugaj, Educational Experience Designers, Inclusive Design Facilitator, Assistive Technology Specialist, Speech-Language Pathologist, Author, LCPS, Round Hill, VA.*

Team STEAM with CORE: Power up your AAC with STEAM

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 10:30 am - 11:30 am

In this hands on session participants will explore how to support learners using AAC across content areas related to STEAM (Science, Technology, Engineering, Arts and Mathematics). By engaging students in motivating content with high interest learning experiences we can provide them with a

reason to communicate and lots of the practice that research shows is needed to become proficient with an AAC system. Examine the importance of both core and fringe vocabulary and discuss strategies to foster use of both including targeted core exposure, descriptive teaching, and student selected personal vocabulary. Participants will have the opportunity to develop resources to use with their own learners during a hands-on component of the session, so this is much more than your traditional sit and git!

Beth Poss, Speech-Language Pathologist/Director of Educational Programs for LessonPix, Beth Poss, Educational Consulting, Dickerson, MD; Kelly Fonner, Educational Assistive Technology Trainer and Consultant, Fonner Consulting, Lake Geneva, WI.

Balancing Priorities for Developing Vision and Autonomous Communication for Individuals with CVI: A Conversation

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 12 12:00 pm - 2:30 pm

Is your interdisciplinary team collaborating on developing a communication system for an individual with Cortical/Cerebral Visual Impairment (CVI)? Are there uncertainties about how to balance the priorities of providing the child with a robust communication system and encouraging development of the child's visual modality? This session, part presentation and part conversation between an AAC specialist and a Teacher of students with visual impairments (TVI), will offer participants ideas for reconciling these seemingly conflicting goals. What kinds of things do you need to consider with regards to visual accommodations, layout, and design without compromising the development of autonomous communication? The presentation will explore ways to arrive at a balance that is most effective for each child, illustrated through case studies with various combination of modalities.

Linda Burkhart, Private consultant, Augmentative Communication and Assistive Technology Specialist, Linda Burkhart, Saint Johns, FL; Matt Tietjen, Education Consultant, Bureau of Education and Services for the Blind, Durham, CT.

Tips for Setting Up, Customizing, & Maintaining iPad-Based AAC Systems

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 1:30 pm - 2:30 pm

This session will focus on getting started with iPad-based systems running robust AAC apps. We will begin with key setup steps within the iPad settings including setting restrictions within Screen Time and selecting accessibility settings. We will then explore physical system personalization including protective case options, device accessories (keyguards, carry straps, etc.), and accessory hacks. Next, we will cover voice selection, visual considerations, navigational efficiency, motor plan consistency, and in-app feature options. Session focus will then cover the crucial importance of creating, saving, sharing, and storing electronic backups as well as creating paper-based backups. We will close with a discussion about tools that can be used by teams to plan and identify team member responsibilities for device maintenance (including backups and software updates).

Lauren Enders, Assistive Technology Consultant specializing in Augmentative and Alternative Communication for the Bucks County Intermediate Unit (serving children ages 5 - 21) Public speaker presenting conference sessions, webinars, podcasts, and other speaking engagements, Bucks County Intermediate Unit, Chalfont, PA; Shaun Pearson, Speech-Language Pathologist, Airdrie, Alberta Canada

Transforming Classrooms: Supporting AAC Progress Through Comprehensive Literacy Instruction

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 3:00 pm - 4:00 pm

Children with complex communication needs require innovative educators and therapists to support their language growth, including through AAC. This session will demonstrate how to promote language development and communication through comprehensive literacy instruction. We will share team building ideas, teaching strategies, and intervention tools. Join us to discover how schools can build capacity so that teachers feel confident in their critical role as primary instructor of literacy and language.

Amanda Soper, Assistive Technology Specialist/Speech-Language Pathologist, St Coletta of Greater Washington, Washington, DC; Jillian Frankel, Special Education Teacher, St. Coletta of Greater Washington, Washington, DC; Eileen Huai, Special Education Teacher.

AAC and CVI

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 12 3:00 pm - 5:30 pm

Cortical visual impairment (CVI) is the leading cause of vision impairment in children. CVI is an impairment where the eyes are healthy but the child has difficulties with interpretation of visual information. Most children with CVI have additional disabilities including motor, intellectual, hearing, and communication challenges. These issues often result in the need for Augmentative and Alternative communication support. Children with CVI have unique vision characteristics that affect how they can access AAC. This presentation will provide some examples of how a vision and AT specialist/Speech Language Pathologist can work together with children with CVI to support their communication needs and find the right fit for AAC devices. Presentation will include video examples of successful AAC use by students with CVI.

Debbie Perry, Co-owner Eat, Speak, Play!SLP/ AT specialist, Eat, Speak, Play!, Alexandria, VA; Sandra Newcomb, Faculty Affiliate, University of Maryland, Rockville, MD.

Leveling the AAC Playing Field: When SLPs Become a Virtual Coach

LIVE VIRTUAL

COMPANY AFFILIATED: 2021 Exhibitor

Session

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 4:30 pm - 5:30 pm

This past year cast many of us into an unforeseen virtual world, where the role of the SLP has shifted from therapist to virtual coach. This session will discuss current literature on coaching, as well as strategies for how to implement coaching techniques with communication partners of AAC users in a virtual or clinical setting. We will examine a number of resources to level the playing field between AAC therapy and implementation. Rush and Shelden's "Framework for Reflective

Questioning” will be reviewed, as well as suggestions for how to engage caregivers, parents, and educators in the implementation of AAC at home, in the community, and at school.

Brittany Toney, M.A. CCC-SLPSaltillo Assistive Technology Consultant, PRC-Salttillo, Wooster, Ohio; Nicole Wingate, SLP, Wooster, OH.

AAC for Preschool: A Review of AAC Options, Research and Personal Experiences

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 4:30 pm - 5:30 pm

You will learn the differences between low-tech, mid-tech, and high-tech Augmentative and Alternative Communication (AAC) and be able to describe salient features of each type of AAC. Specific examples of how each type of AAC is utilized in our preschool program and how students have responded to AAC will be discussed. The latest research on the benefits of utilizing AAC with preschoolers will be shared. This research supports the use of AAC with young learners, finding that receptive language and number of spoken words increase when adults model the use of AAC.

Elizabeth Rotert, Speech-Language PathologistAssistive Technology SpecialistPAEC District 803OwnerAAC Training and Consulting, LLC, Proviso Area for Exceptional Children (PAEC) District #803 / AAC Training and Consulting, LLC, Naperville, IL.

AAC Goes to On-Line School: Supporting All Learners

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 9:00 am - 10:00 am

Is on-line learning a viable option for students with complex communication needs? Join educational and therapeutic professionals from Edmonton Catholic School Division in Edmonton, Alberta, Canada to learn more about their implementation of an on-line classroom for students with complex communication needs and their communication partners. Participants will learn how to structure on-line sessions to create effective and engaging language and literacy lessons for students from kindergarten

to grade 12, along with strategies for coaching communication partners in real time. A reflective evaluation of the impact on on-line vs in-person coaching on AAC implementation will be shared that can be used to inform future program development and delivery.

Krista Wennerstrom, Speech-Language Pathologist, Low Incidence Team, Edmonton Catholic School Division, Edmonton, Alberta Canada; Justin DuVal, Occupational Therapist, Edmonton Catholic School Division; Toby Scott, Assistive Technology Specialist, Edmonton Catholic School Division, Edmonton, AB Canada.

The Power of Joy in AAC Learning

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 13 10:30 am - 1:00 pm

There is a growing body of research surrounding the role of emotion and engagement in learning, memory, and achievement, but what does this have to do with supporting communication development with augmentative and alternative communication (AAC)? Well, everything, of course! Attendees will explore the relationship between emotionally meaningful engagement and learning communication skills with AAC. Borrowing from established intervention philosophies- such as relationship-based interventions, milieu teaching, and sensory-based interventions-this presentation will introduce a framework that blends engagement and emotion with established AAC intervention methods to support successful, long-term language learning outcomes for children with complex profiles. Engagement barriers will be discussed alongside solutions, and the importance of teaming with all stakeholders will be emphasized. “I do not teach children, I give them joy” (Isadora Duncan).

Tannalynn Neufeld, Assistant Teaching Professor, University of Washington, Seattle Speech-language pathologist and AAC Consultant, Seattle AACFounder and Director, AACcessible Foundation, AACcessible, Seattle, WA.

Wait for it...AAC Independence!

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 13 12:00 pm - 2:30 pm

Are you striving for expressive communication independence with AAC Communicators? How does the focus on communicative competencies lead to greater independence of use? What type of prompting leads to independence versus those that create prompt dependency? For Individuals requiring AAC, independent communication is the desired outcome. However, for individuals with complex communication and physical needs such as people with Autism, Down Syndrome, Cerebral Palsy, Angelman Syndrome, and other genetic concerns, increasing independent communication can be a more difficult task. Families, educators, and related service staff often get caught in the trap of the over use of cues and prompts and unintentionally create prompt dependent AAC communicators. Join Mike and Kelly as they share experiences in which they work with AAC communicators, their families, and staff to strive for communicative independence utilizing AAC lo-tech and hi-tech systems. Strategies will be shared through cases, stories, and video.

Kelly Fonner, Educational Assistive Technology Trainer and Consultant, Fonner Consulting, Lake Geneva, WI; Mike Cole, SLP, Private Practice Owner specializing in AAC evaluation and therapy services, Use Your Words, P.C. , Aurora, IL.

Achieving Comfort and Confidence- Tips and Activities to Support Families of AAC Users

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 12:00 pm - 1:00 pm

We know now more than ever that parents’ involvement with implementing their child’s AAC is a critical component to successful communication. Join our session to learn about the strategies, activities, tools, and coaching that these two energetic AT Coordinators from two different districts are using to support families with implementing AAC at home and in the community! Information about our SETT process, training, parent support groups, sibling support groups, literacy camp, and more will be shared.

Liz Atkinson, Assistive Technology Facilitator,

Lake Zurich CUSD 95, Lake Zurich, IL; Kelly Key, Assistive Technology Coordinator, Barrington 220, Barrington, IL.

AAC for the Non-SLP

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 13

1:30 pm - 4:00 pm

Alternative and Augmentative communication is a specialty area which can be challenging, yet, so fun! We will summarize and share the whys, hows, and highlights of AAC, straight from the mouths of speech language pathologists. Our discussion will include the logic behind the pictures, language, layout, a survey of common programs, as well as a tips and tricks of usage tutorial. Will provide ways to incorporate AAC into OT, PT, and Educational programs. Wrap up includes an extension of ideas for increasing AAC usage within non-SLP roles, including case studies with ideas to help promote implementation. *Beth Christensen, Owner/Therapist at AAC Helper AAC, AAC Helper, Brookfield, Illinois; Sayard Bass, AT Coordinator, SWCCCASE, Oak Forest, IL.*

Curate: A Framework for Mindful AAC Intervention. Getting Started, Getting Un-Stuck, and Getting Ready for Change

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

3:00 pm - 4:00 pm

Participants will learn how to curate ALL the things related to AAC intervention by using a 6-component framework. Pandemic planning and intervention taught me that families, caregivers, and teachers need a way to organize and lead their team so that learning doesn't stop when things change. The Curate framework will provide participants a way to mindfully consider and organize all the parts of effective AAC implementation into a planner for families/caregivers. Learn how curating and organizing information for the 6 components (MINDSET, MESSAGES, MODE, METHODS, MONITOR, and MAINTAIN) will help you lead a MINDFUL team for a lifetime of authentic communication. Come Curate and cultivate communication with me! *Jennifer Thomas, Speech-Language Pathologist, AAC Clinical Consultant, Jennifer Thomas SLP, Warner Robins, GA.*

Scanning for AAC

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 13

3:00 pm - 5:30 pm

Switch-scanning to access AAC takes time and effort. However, many AAC systems that have scanning may be missing key features. CoreScanner, by PRC-Salttillo, is a robust, dynamic display system designed specifically for people who use switch scanning. It uses principles of motor learning to build complexity of motor plans so, as motor skills develop, the vocabulary also increases. Come along as we explore the specific features that made CoreScanner different, why it is the appropriate language system for two young boys with CP, how switch access was established/taught, and see their language development over the course of 3-4 years. The presenter will give practical tips that will be helpful for others using alternate access, whether they are using CoreScanner or another AAC system. *Heidi Rabe, Owner, Speech-Language Pathologist, Authentic Expression LLC, Morton Grove, IL.*

AAC at a Distance! Breaking Barriers with Tips and Resources to Support Remote Learners

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

The virtual AAC evaluation process can feel daunting! This session, presented by a speech-language pathologist, will cover research-based information related to supporting virtual AAC evaluations, as well as ways to remotely promote development of functional communication on a speech-generating device. This session will include activities for implementation, data collection strategies, and more! *Daniele Raneri, Speech-Language Pathologist/AAC Consultant, Talk To Me Technologies, Cedar Falls, Iowa.*

Accessing AAC: Flexible Options

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

"Be clear about your goal but be flexible about the process of achieving it" (Brian Tracy). For

many individuals who use AAC, the goal is easily identifiable: communicate thoughts, feelings, wants, and needs more fully. Getting to the goal? That requires flexibility! In this session, we will focus on flexible, or multi-modal, access to AAC. We will address how people with complex bodies use different access methods when fatigued, when position changes, when conditions progress, or simply to improve speed and accuracy. Examples will be provided using touch, the NeuroNode sensor, and eye control independently and in combination.

Kristin Whitfield, Clinical Education Specialist, Control Bionics, Milford, OH; Christie Rowzee, Regional Sales Consultant, Control Bionics, Milford, OH.

Achieving Connection Through AAC and Apple Integration

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Clients with complex communication needs require additional support other than a robust language system. The implementation process is vital in determining the effectiveness of AAC systems. This session will examine concepts of universal design and universal design for learning as they apply to clients who use iOS app-based AAC solutions, specifically TouchChat by PRC-Salttillo, as well as web-based and integrated iOS tools and strategies to be harnessed during the implementation process to facilitate authentic inclusion in education, social, and vocational contexts. The speaker will explore the identification process for client-appropriate assistive technology tools and strategies to enhance engagement across contexts. *Hannah Foley, PRC-Salttillo- Product & Service Development Intern- Ambassador University of Illinois at Chicago- Student; Assistive Technology Certification with a concentration in augmentative and alternative communication (AAC) and assistive technology (AT) for Education, PRC-Salttillo, Homer Glen, Illinois.*

Acquisition and Implementation of Playground Core Boards in a Large School System

ON-DEMAND

LENGTH: 1 hour

With over 80,000 students, Anne Arundel County Public Schools (AACPS) is the 5th

largest school system in Maryland and the 46th largest in the . The Assistive Technology team in AACPS will share the wheelchair-accessible playground core board sign design and their process for working alongside the leadership to acquire 82 outdoor playground communication signs for every elementary school in the district. The team will share the playground core board curriculum they developed to guide staff in modeling core words across various playground activities. The AACPS assistive technology team will guide participants through their process for undertaking a project of this scale.

Kaitlyn Harris, Assistive Technology Specialist/SLP, Anne Arundel County Public Schools , Annapolis, MD; Julie Delahoz, AT Specialist, SLP, Anne Arundel County Public Schools, Baltimore, MD; Caroline Pusey, AT Specialist, SLP, Anne Arundel County Public Schools, Towson, MD.

Assessment and Implementation: One Student's Profile

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Meet J., a 15-year-old student with complex communication needs. In his AAC evaluation report, his SLP wrote, "For the first time in J.'s fourteen years, he had been able to communicate with his family. This has never before been possible." Wow! In this session, J.'s parents and school therapists will share the experience evaluating and trialing AAC systems that led to this statement. In addition, they will discuss the process of implementing the chosen AAC system in home and school environments. Come learn from their experience and leave with new ideas to try!
Kristin Whitfield, Clinical Education Specialist, Control Bionics, Milford, OH; Emily Niewold, Occupational Therapist, Sarasota County Schools, Sarasota, FL; Lane Rials, Regional Sales Consultant, Control Bionics , Milford, OH; Mary Lisa Millbourn, Speech-Language Pathologist, Sarasota County School District, Sarasota, FL.

Back to the Future: Returning FTF without Abandoning Virtual Strategies

ON-DEMAND

LENGTH: 1 hour

We all want to return to "normal", however, we do not want to abandon fabulous strategies

from virtual AAC therapy and instruction that have been developed. Staff and families have worked so hard to learn new things that are amazing; let's not leave those behind when we say adios to the pandemic. This session will explore foundational, evidence-based strategies in AAC and how this provided educators with a platform to transform our teaching from in-person to a virtual environment. Join Sarah and Kelly as they share new ideas and new twists on tried and true strategies.

Sarah Gregory, Speech-Language Pathologist and assistive technology consultant., Ithaca City School District, Trumansburg, NY; Kelly Fonner, Educational Assistive Technology Trainer and Consultant, Fonner Consulting, Lake Geneva, WI.

Building Virtual Transdisciplinary Mentorship and Professional Development Opportunities to Improve AAC Competencies and Clinical Outcomes

ON-DEMAND

LENGTH: 1 hour

Research indicates that transdisciplinary collaboration can highly support the needs of individuals with complex communication needs. This presentation will evaluate the outcomes of a virtual transdisciplinary, multi-tiered training program designed to improve competence and confidence of generalist OTs and SLPs in the niche practice areas of assistive technology and augmentative alternative communication. We will explore current gaps in practitioner competency and confidence, discuss training program development from both clinical and business perspectives, describe measures taken for quality improvement, and analyze outcomes of our training program based on quantitative and qualitative pre- post-surveys of pilot program participants. We will then facilitate interactive discussion about steps to build a program in the audience's practice setting, and discuss implementation barriers and opportunities.

Annabeth Knight, Occupational Therapist, Jonet and Knight Consulting, Vestal, New York; Mara Jonet, SLP, Jonet and Knight Consulting, Sun Prairie, WI.

Don't Miss an Opportunity!

ON-DEMAND

LENGTH: 1 hour

Have you ever worked with or read about an AAC user who had to overcome many challenges on the way to becoming an independent communicator? As professionals if we see potential barriers, do we know how to know them down? What are some significant barriers to clients and students obtaining access to personal communication devices? They may not be what you think, don't miss an opportunity to help remove potential barriers and create easier access to AAC opportunities for people of all ages.

Rachell Johnson, AT Consultant, SLP, AT Team Lead, Florence One Schools/Stepping Stones Group/MN Tech4Home, Effingham, SC; Barb Kelii, TCTechGal, Independent AT Consultant Services , , Bloomington, MN.

Fifth Annual AAC Town Hall Meeting at Closing The Gap 2021

ON-DEMAND

LENGTH: 1 hour

This session features a recording of the 5th Annual Minnesota AAC Town Hall Meeting. Everyone who attends Closing the Gap is encouraged and invited to view this incredible event! Only people who use AAC participated in the Town Hall and they have powerful voices that you will want to hear. Lydia Dawley and Ahmed Ali facilitated this year's event by asking the following questions:1. What is your name and where are you from?2. What is one thing you wish people knew about you?3. If you could live anywhere, where would it be?4. What new feature would you create to make your device better?5. What is your biggest challenge when you're using your device?6. What achievement are you proud of? 7. How do you cope when people don't give you time to compose your message?

Lydia Dawley, CEO and AAC Interaction Specialist , Click.Speak.Connect., Decorah, IA; Ahmed Ali, Student , Minneapolis, MN; Deanna Morrow, Speech-Language Pathologist, Focus Beyond Transition Services, St. Paul, MN; Jolene Hyppa Martin, Assistant Professor: Speech-Language Pathologist, University of Minnesota Duluth, Duluth, MN.

Flexible Communication Tools in TD Snap!

ON-DEMAND

COMPANY AFFILIATED: Tobii Dynavox

LENGTH: 1 hour

This session will address the communication tools to support flexible and efficient communication for a variety AAC users. Upon completion of this session, learners will understand the importance of each communication tool, implementation strategies to support use of tools, and resources to guide a communication partner.

Karen Rodgers, Learning Consultant; Speech-Language Pathologist, Tobii Dynavox, Lincoln, Nebraska.

Going Green: A Guide on Using Green Screen to Engage AAC Learners

ON-DEMAND

LENGTH: 1 hour

Join us during this fast-paced and fun-filled hour to learn how to use green screen to support your AAC learners virtually or in person. This course will provide a step-by-step guide on how to use green screen technology to meaningfully engage learners at any level of education. Getting set-up, planning an engaging and interactive session, and implementing intervention strategies to support learners and communication partners will be discussed. Lesson examples, resources, and tips for success will be shared. *Brie Norton, Speech Pathologist, Bentonville Schools, Bentonville, AR; Lynsey Lobdell, AAC Program Director, Children's Therapy Team, Rogers, AR.*

How AAC Users Can Benefit The Speech Pathology Field

ON-DEMAND

LENGTH: 1 hour

This session will be presented by Lydia Dawley, an AAC user and the CEO of Click. Speak. Connect. where she works with children with Complex Communication Needs. The session will explore the importance of collaboration with clients to choose what to do in therapy sessions which will teach them the independence and autonomy skills that they can be independent with daily activities. Also this session will examine how important to have another AAC User working with the Speech-Language Pathologist and the client which leads the speech therapist gaining a new perspective, and the client wanting to engage with another AAC user. *Lydia Dawley, CEO and AAC Interaction Specialist, Click.Speak.Connect., Decorah, IA.*

Hybrid Instruction and AAC Users - Everyone Responds and Achieves!

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Come to this session to learn about the essential elements of Hybrid instruction for students with moderate - severe disabilities. AAC systems take on varied forms and functions depending on student needs. In addition, environment and the support students have provide critical components to consider what will be most valuable to the student. This session will provide a lively - interactive discussion on current AAC options and their embedded use with in-class and out of class instruction! All attendees will receive a one month free AHUB online subscription! *Ann Meyer, Member DCD Region 11 Our Way Inc. Residential Facilities Board of Directors Vice-President Attainment Company, Attainment Company, Verona, WI.*

Implementing an Outcome Oriented Framework in AAC Evaluation Processes

ON-DEMAND

LENGTH: 1 hour

Performing evidenced-based augmentative or alternative communication (AAC) evaluations is a challenge to many AAC practitioners. With the complexity of AAC evaluation, the diversity of those needing assessment and the overwhelming choices of devices and possible systems, the need for a systematic, evidence based and comprehensive approach to assessment is critical to the goal of successful AAC use. This session provides an overview of an assessment framework that incorporates evidence based practices, constructs of communication competency, and psychosocial factors that impact motivation, learning and successful use of speech generation. This session will provide an overview of these principles and how they can be taken into consideration during an AAC evaluation. *Celeste Helling, Speech-Language Pathologist, North Carolina Assistive Technology Program, Charlotte, NC Minor Outlying Islands ; Suzie Getz Cescon, Speech-Language Pathologist, North Carolina Assistive Technology Program, Charlotte, NC.*

It's Story Time! A Literacy Based Approach to AAC

ON-DEMAND

LENGTH: 1 hour

As AAC and AT providers, we know that access to a robust communication system and effective literacy instruction are both critical for educational success for learners with significant disabilities or complex communication needs. Explore the use of interactive shared reading as an integral part of comprehensive literacy instruction and addressing language goals for AAC users. Learn how to find books that support the use of core vocabulary for AAC users along with comprehension, understanding of narrative structure, and vocabulary. Examine sources for both digital and print books along with resources for finding and developing additional materials that meet AAC needs to enhance your shared reading instruction. Make story time the best time of the day for all of your learners!

Beth Poss, Speech-Language Pathologist Director of Educational Programs for LessonPix, Beth Poss, Educational Consulting, Dickerson, MD.

Low-Tech Tools for Symbol-Supported Communication

ON-DEMAND

COMPANY AFFILIATED: Tobii Dynavox
LENGTH: 1 hour

Individuals with complex communication needs benefit from and often require access to low-tech communication tools, even if they are using high-tech communication devices. Through case study examples and review, participants in this session will learn about the importance of low-tech tools for symbol-supported communicators and how those tools could be implemented to promote functional communication, language-learning, and literacy while providing access to communication in a variety of settings. With this knowledge, participants will be better equipped to address the dynamic needs of AAC communicators and better target communication in real-world, socially relevant contexts.

Lisa Geary, Speech-Language Pathologist Learning Consultant, Tobii Dynavox, Yorktown, VA.

Making the World a Bigger Place for AAC Users

ON-DEMAND

LENGTH: 1 hour

“People with severe disabilities are more present and visible in today’s society than ever before, yet these individuals continue to have significant communication support needs that remain unmet” (Brady, et al., 2016). Traditional interventions for individuals with complex communication needs (CCN) focus on communication within the school setting; however, when students exit their educational programming, they need a way to communicate and people with whom to communicate. Training communication partners within a community can improve an individual’s overall independence and quality of life. Would you like your community to be a more AAC-friendly place? You can help make this a reality! Learn practical ways educators and families can expand access to AAC, then take AACtion for your learners.

Carolyn O’Hearn, Speech-Language Pathologist, AT/AAC Specialist, Alt+Shift, Clarkston, MI; Sara Pericolosi, Speech-Language Pathologist AT/AAC Specialist, Alt+Shift, Iron Mountain, MI.

Parent Perspectives: Mothers’ and Fathers’ Experiences Supporting Their AAC Users Including Lessons from COVID-19

ON-DEMAND

LENGTH: 1 hour

Supporting AAC users and families during their AAC journey is essential, however navigating this can be challenging - especially during a pandemic. Understanding mothers’ and fathers’ perspectives of what works and what doesn’t is critical in improving outcomes and preventing system abandonment. Parents of AAC users are being interviewed and asked to share their experiences before and during the COVID-19 pandemic. Common themes from interviews will be explored and compiled into a list of implementation “Dos” and “Don’ts”. Suggestions will be provided regarding practices professionals should implement or avoid when working with AAC users and their families.

Lynsey Lobdell, AAC Program Director, Children’s Therapy Team, Rogers, AR; Brie Norton, Speech Pathologist, Bentonville Schools, Bentonville, AR; Victoria Hensbest, Assistant Professor, University of South Alabama, Mobile, AL; Sarah McWilliams,

Graduate Assistant, University of South Alabama, Birmingham, AL.

Plan Without Planning: Create Engaging Literacy Activities with the Free AAC Literacy Planner

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor

Session

LENGTH: 1 hour

Who has time to plan? It can be challenging to create activities for AAC communicators. This session will share resources that require minimal planning time. The PRC AAC Literacy Planners help you meet short-term objectives from common core standards using popular books for preschool, high school students. Hear how easy it is to teach vocabulary on an AAC device using shared reading and writing activities centered around a different book each month. Discover resources to help you run a book club for older students using adaptations of popular books found on the free Tar Heel Reader website. You’ll learn about print resources, video read-alouds, online books and more. AAC Literacy Planners let you provide organized, high-quality literacy instruction while requiring less of your planning time.

Beth Waite-Lafever, PRC Training and Implementation Specialist, PRC-Salttillo, Wooster, OH.

PRC-Salttillo Partnering for Solutions to Access AAC

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor

Session

LENGTH: 1 hour

PRC-Salttillo’s mission is to ensure that everyone has a voice. However, what if direct touch access is not possible? We know the importance of Access Before Communication and actively collaborate with customers and partner with organizations to provide quality access solutions. Learn your new ABCs when it comes to AAC access! Discover the alternative access solutions available for PRC-Salttillo devices including: mounts, switches, eyegaze, iOS head-tracking, keyguards, and more! Learn from AAC users who could not use AAC devices without these alternative access partnerships that make communication possible. Explore resources to extend your learning and build your AAC access skillset!

Kirk Behnke, Regional Consultant, PRC-Salttillo, Wooster, Ohio; Jennifer Edge Savage, Assistive Technology Consultant, PRC-Salttillo.

Project Core Parent Series: Partnering with Families to Support Emergent Communicators

ON-DEMAND

LENGTH: 1 hour

In this session, the presenters will share how they modified the teacher-focused, Project Core Professional Development Modules to meet the needs of families. Some strategies that will be discussed include using family friendly language, planning interactive activities, and supporting families to engage in communication during the naturalistic activities and experiences of family life. Fundamentals about the impact on parent engagement on student learning as well as suggestions from current research and practice about parent education and students who are emergent communicators will be presented. Perspectives will include assistive technology specialists, special education teachers, parent engagement specialists and family members.

Lauren Bonnet, Assistive Technology Specialist, Arlington Public Schools, Arlington, VA; Marbea Tammaro, Assistive Technology Specialist, Arlington Public Schools, Arlington, VA; Sandra Stoppel, Assistive Technology Specialist, Arlington Public Schools, Dept of Teaching and Learning, Arlington, VA.

Reduce, Reuse, and Recycle: AAC Toolkit for Communication Partners on the Go!

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor

Session

LENGTH: 1 hour

IEP meetings, busy schedules, growing caseloads, and goal progress monitoring. Does that sound familiar? Those that support Augmentative and Alternative Communication (AAC) users and their systems, often struggle to find time to incorporate AAC throughout the day. This presentation will cover practical, fun, and age-appropriate ways to support K-12 students, during distance learning and in-person instruction, as they use AAC throughout their day to meet their educational needs, while growing in their independence and self-advocacy skills.

Elizabeth Uduehi, Speech-Language Pathologists, AAC Specialists, Clinical

Supervisor, SPG, Walnut Creek, CA.

Relationships Matter: How to Optimize Interaction with AAC Caregivers

ON-DEMAND

LENGTH: 1 hour

This session will explore data from existing and ongoing research in the area of coaching as it relates to AAC. Participants will leave with a definition of coaching, training, and consulting, and how to determine which approach will best meet the needs of communicators. In addition, participants will learn about the importance of building positive relationships and how this can support effective caregiver learning. Participants will be able to state how each method of information sharing can be used to successfully advance AAC skills in individuals at Brown's Stages I and II of development. Learners will be able to explain the elements of coaching interactions versus training and consulting and state potential benefits and limitations of all three approaches.

Claire Campbell, SLP II at Vanderbilt University Medical Center Co-Founder of Partners in Communication, *Vanderbilt University Medical Center, Nashville, TN;* *Mallory Record, Speech Pathologist, West Tennessee Hearing and Speech Center, Jackson, TN;* *Heidi Hosick, Founder and CEO, Independent Therapy Network, Germantown, TN.*

Seeing Success: AAC Intervention for Students with CVI

ON-DEMAND

LENGTH: 2.5 hours

Children with complex communication needs including Cortical Vision Impairment (CVI) require imaginative, skilled intervention to become effective communicators. This session provides tips and tricks for teaching individuals with CVI how to communicate using a range of alternative augmentative communication (AAC) access methods including direct selection, switch scanning, and eye gaze.

Amanda Soper, Assistive Technology Specialist Speech-Language Pathologist, *St Coletta of Greater Washington, Washington, DC.*

Supporting Eye Gaze for Emergent Communicators

ON-DEMAND

COMPANY AFFILIATED: Tobii Dynavox

LENGTH: 1 hour

This session will address the opportunity to teach an early communicator to how to utilize eye gaze access with their high tech communication system. Primary areas of focus including positioning, settings, and activities to meet the access needs for communicators and communication partners as facilitators. Learners will complete this session with a toolbox of resources and practical ideas to support eye gaze access to high tech devices for early communicators.

Karen Rodgers, Learning Consultant; Speech-Language Pathologist, Tobii Dynavox, Lincoln, Nebraska; *Erin Levy, Clinical Content, Tobii DynaVox, Pittsburgh, PA.*

The Missing Piece is You

ON-DEMAND

LENGTH: 1 hour

This session will focus on the role of the communication partner/caregiver in developing a successful intervention plan for AAC users. A brief review of coaching components will be provided, prior to delving into how this approach relates to speech-language outcomes. Strategies for interacting with adult learners and encouraging relationships and reflection will be targeted. Learners will engage in activities that focus on altering their own behaviors and communication approaches in order to create an open environment for building interactions with the communication partner.

Claire Campbell, SLP II at Vanderbilt University Medical Center Co-Founder of Partners in Communication, *Vanderbilt University Medical Center, Nashville, TN;* *Heidi Hosick, Founder and CEO, Independent Therapy Network, Germantown, TN;* *Mallory Record, Speech Pathologist, West Tennessee Hearing and Speech Center, Jackson, TN.*

The Use of Distance Coaching to Improve SLP Use of Evidence-Based AAC Implementation Strategies

ON-DEMAND

LENGTH: 1 hour

This session will review evidence-based distance coaching methods used to improve the knowledge and self-efficacy of speech-language pathologists working with children with complex communication needs, specifically in the birth to three population. Both the design and results from a recent research study will be reviewed as well as helpful strategies that can be used when

coaching speech-language pathologists and caregivers in the area of evidence-based AAC implementation.

Stefanie Blanco, At New York Medical College: Adjunct Professor, Clinical Educator At *Blythedale Children's Hospital: Lead Speech-Language Pathologist; Assistive Technology Team; Graduate Student Program Coordinator, New York Medical College, Bronxville, NY.*

The Writer's Web: Completely Digitizing the Writing Process through Assistive and Augmentative Communication Devices

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

This presentation will juxtapose AAC as a key tool for students with disabilities in the college-level and graduate-level composition classroom. The presenter will highlight the benefits and advantages of alternating between multiple access methods and will conduct a live demonstration of her composition practices on PRC-Salttillo's Accent 1000. She will show how she uses PRC-Salttillo's Look eyegaze module and the joystick of her motorized wheelchair to operate programs such as WordPower, Microsoft Office Word, and Windows Sticky Notes. She will also show how she uses WordPower to compose her sentences and then transfers them to Microsoft Word. Showing a video essay as an example, the presenter will also discuss the capacity for AAC devices to be used to create digital humanities and multimedia projects.

Margaret Moore, Ambassador (October 2019-Present) Editor (May 2021-Present) *Graduate Assistant (January 2021-May 2021)* Presenter (annually 2017-2019) Presenter (annually 2016-2019) Consultant (2016, 2018), *PRC-Salttillo, Middlebury, Connecticut.*

Year to Year: Bridge the Gap of AAC Implementation with the Saltillo Calendar

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Successful implementation of an augmentative/alternative communication device depends on many factors. Some factors to consider are: access to robust core vocabulary, addressing literacy development, and the knowledge/comfort level of

communication partners. How do you increase parent, teacher, and SLP comfort levels with modeling language and implementing an AAC device? The yearly Saltillo calendar is a free, researched-based resource that can be used in all settings from the moment an AAC device is introduced to support the initiation of successful AAC implementation. This presentation will focus on the ways in which one research-based support, the free Saltillo calendar, helps to bridge the gap in all these areas.

Cortney Maholtz, Training and Implementation Specialist M.A, CCC-SLP, PRC-Salttillo, Doraville, Georgia.

AUTISM SPECTRUM DISORDER (ASD)

A Getting Back to Normal Comes with Behavioral Challenges

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 9:00 am - 10:00 am

Attending school remotely was challenging, it turns out it can be hard to return to school too, especially for those individuals identified with autism and significant disabilities. The focus of this presentation is on understanding why an individual engages in problem behavior and establishing a behavior support plan. The goal of educators is to help students to succeed. We must learn strategies to avoid behavior problems in the school setting, manage those that cannot be avoided, and resolve those that have occurred. Educators must accommodate their behavior management systems within their classroom to meet students' diverse developmental, ethnic, and socioeconomic needs in today's inclusive schools. As our students change over time; educators have to examine what classroom modification/management systems should look like in a classroom in 2022.

Karen Barineau, Educational Consultant and President for Karen 4 Kids LLC, Karen 4 Kids, Avondale Estates, GA.

A Parent-Supported, Tablet-Based Reading Comprehension and Listening Comprehension Intervention for Preschoolers with Autism Spectrum Disorder, with and without Hyperlexia

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 1:30 pm - 2:30 pm

I will present the findings from my research on a strength-focused, parent-supported, tablet-based reading comprehension and listening comprehension intervention for preschoolers with autism spectrum disorder, with and without hyperlexia. I will define hyperlexia according to 5 criteria. I will explain the theory upon which this intervention is based. I will describe the study and the associated findings, in addition to providing a demonstration of the tablet application and informing participants where they can obtain this application for use on their own tablets at home or in a clinic. I will also highlight the benefits of a strength-based approach, that this intervention adopts, as a potential template upon which future interventions can be built. Finally, I will consider the educational implications.

Dianne Macdonald, Ph.D., M.Sc., Speech-Language Pathologist Communication Works, Speech and Language Therapy Part-time Lecturer, Concordia University, Montreal, Quebec, Communication Works, Montreal, Quebec Canada

Apple Tools for Cognitive Load

ON-DEMAND

COMPANY AFFILIATED: Apple

LENGTH: 1 hour

Make the most of Apple's operating system with the use of symbols and iconography, such as emojis, to create visual cues and other scaffolds that support day to day tasks as part of reducing cognitive load. From utilizing native apps like Reminders and Notes to integrate visual supports into shared lists, to using Shortcuts to share stress and energy levels with trusted individuals. Come explore a powerful set of tools available for supporting neurodiversity and reducing cognitive load. We will share ways to easily access information, stay focused and reduce distractions. These learnings are useful for everyone to utilize in their busy lives.

Craig Smith, Manager of Technology and Innovation, Autism Spectrum Australia,

French's Forest, New South Wales Australia

The Power of Pivot: Building Virtual Environments that Foster Essential Skills for Adolescents and Young Adults with Autism

ON-DEMAND

LENGTH: 1 hour

Participants will understand basic strategies to ensure that virtual environments are accommodating to a variety of learners. This session will also show examples of building engagement, incorporating person centered approaches into learning environments, and how to pivot when change is hard. In many ways the pandemic brought out the best and worst in education. There are so many examples of both sides. While there are strengths and weaknesses in each setting. We should be embracing all settings to help individuals with autism. Virtual learning afforded TEAM MARIO, a non profit autism organization, the opportunity to build on career readiness skills, social skills, and life skills in the safety of their own home. Change when embraced appropriately can build resilience, promote learning and build a better world.

Lisa Beccera-Walker, Program Director, Speech Language Pathologist, AAC/AT Specialist, TEAM MARIO & Region One, Edinburg, TX.

Using Digital Tools Beyond Remote Learning to Increase Student and Caregiver Engagement

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

The shift to remote learning during COVID-19 necessitated the use of technology and digital tools to meet learner needs. But how can we continue to rely on technology as a practical tool upon return to the classroom? This session will highlight how digital tools like the STAR Online Learning System (SOLS) continue to provide an opportunity for dynamic, IEP-driven student instruction that can be individualized to learner goals and provide an interactive, engaging experience regardless of learning environment. Participants will also learn how technology helps with meaningful collaboration with families. Ideas to be discussed include establishing shared goals, offering synchronous coaching opportunities, and providing resources to help with generalization and skill building at home.

Alicia Balfrey, Autism Training Specialist, STAR Autism Support, Eugene, Oregon.

BLIND / LOW VISION

A Comparison of Wearable Electronic Magnification Devices for Low Vision Users

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11

4:30 pm - 5:30 pm

Wearable assistive technology devices represent the fastest evolving sector of low vision technology, and offer the potential for improvement of functionality in many areas of life. This session will compare the technical aspects of five low vision wearable devices (eSight 4, IrisVision, Vision Buddy, Acesight, Orcam Pro, Oxsight Crystal) in order to assess their applicability to various low vision tasks, including reading, watching television, using a computer, seeing people's faces and ambulating.

Luke Scriven, Assistive technology specialist, Vision Forward Association, Milwaukee, WI.

Impact of Eye Gaze Technology on Visual Skills and Occupational Performance in Children with Cortical/Cerebral Visual Impairment

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12

4:30 pm - 5:30 pm

This session will discuss the use of eye gaze technology to measure visual skills in children with cortical/cerebral visual impairment (CVI), as well as how it impacts occupational performance. With this session, one will gain a greater understanding of the visual abilities and the intervention and services that may be utilized to assist this population in improving occupational skills. With this presentation, we will go into great depth of what all eye gaze-based assistive technology (AT) entails including measuring visual attention through detection of eye movements, tracking color preferences, visual fields, and visual focus/localization. Data will be discussed and outcomes explained from this continuation study as it applies to preschool to school aged children with CVI. Future use of eye gaze technology with children who have CVI will be discussed.

Tammy Bruegger, Tammy Bruegger, OTD,

MSE, OTR/L, ATP is an assistant professor in the occupational therapy program at Rockhurst University. and assistive technology practitioner and occupational therapist at The Children's Center for the Visually Impaired. , Rockhurst University, Kansas City, MO; Ciarra O'Reilly, OT student, Rockhurst Univeristy, Kansas City, MO; Colin Wade, OT student, Rockhurst Univeristy, Kansas City, MO; Shelbi Emling, OT student, Rockhurst Univeristy, Kansas City, MO; Jacey Risler, OT student, Rockhurst Univeristy, Kansas City, MO.

GoTap Braille: The New Engaging and Inclusive App Program

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

This session features a new engaging and inclusive iPad app program that teaches and reinforces braille for early braille readers. GoTap Braille contains over 80 pages of instruction with tactile overlays, templates, and 484 braille tiles. The program and accompanying guidebook will be presented along with case studies and videos. *Betsy Flener, Assistive Technology Consultant, Green River Regional Educational Cooperative, Bowling Green, KY; Joni Nygard, Vice President AAC Resource & Services Attainment Company, Inc., Attainment Company, Waunakee, WI.*

Language and Literacy: Communication, the Key to Show What You Know

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Presenters will highlight strategies for increasing access to language via augmentative alternative communication tools and literacy for students with significant disabilities with emphasis on those with visual impairments. Interact with the TactileTalk Toolkit for learning early concepts and communication as well as the GoTalk NOW communication app. Discuss ways to increase engagement and comprehension within curricula such as Pathways to Literacy and GoTap Braille. View students engaging in their classrooms via video clips. Explore additional resources, tools, and strategies that also assist students with visual impairments to communicate what they know in the school

and community settings throughout their day. *Joni Nygard, Vice President AAC Resource & Services Attainment Company, Inc., Attainment Company, Waunakee, WI; Betsy Flener, Assistive Technology Consultant, Green River Regional Educational Cooperative, Bowling Green, KY.*

Setting Students Up for Success with the Proper Assistive Technology

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Determine and choose the proper assistive technology for the educational environment. When looking for the best assistive technology to allow exceptional performance, making an informed decision is the key to success. Discussions on how to choose the proper technology for educational environments for students with low vision. Demonstrations will be performed with various video magnifiers, and time will be spent highlighting the advantages of each product for various environments. Questions to focus on when choosing the assistive technology for the visually impaired will be answered to allow proper decision making. *Kimberly Cline, LVI America, Inc., Director of Sales, LVI America, Inc, Riverwoods, IL.*

What's New in Vision and Hearing with Apple Devices

ON-DEMAND

COMPANY AFFILIATED: Apple

LENGTH: 1 hour

Apple has been building accessibility features into its operating systems for over 35 years, and many of these life-impacting features have been in the areas of vision and hearing. From Apple's award winning VoiceOver screenreader software for people who are blind, to ground-breaking innovations like Made for iPhone hearing aids, Apple has focused on inclusive design. Recent additions of LiDAR for People Detection in Magnifier, and Machine Learning with Sound Detection and Headphone Accommodations, means there are many features that support blind, deaf and hard of hearing communities which are accessible and available to all individuals. This session will cover Apple's built-in vision accessibility features to efficiently and easily navigate Apple devices including iOS, Apple Watch and Mac and discuss many of the

hearing settings that may be useful to all.
David Woodbridge, National Access Technology Advisor, Vision Australia, Parramatta, New South Wales Australia ; *Jessica Grauds, Accessibility and Lifelong Learning, Apple Initiatives, Apple, Sydney, NSW Australia*

EARLY CHILDHOOD DEVELOPMENT

Early Intervention and AAC: Partnering for Success

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 10:30 am - 11:30 am

This presentation will discuss the importance of early intervention in the realm of AAC. Special emphasis will be placed on an AAC user's view of early intervention along with myths and realities pertaining to using AAC strategies within early intervention programs. An introduction to typical patterns of early language development, language comprehension and production will also be presented. Learners will also develop and understanding of AAC intervention and issues delivering AAC services. They will also gain an understanding of providing supports to young children with key points related to remote/virtual intervention. Presenters will also focus on families and AAC users being critical partners in success. Training parents and professionals in the areas of assessment and transitions will also be reviewed.

Lisa Beccera-Walker, Program Director, Speech Language Pathologist, AAC/AT Specialist, TEAM MARIO & Region One, Edinburg, TX; Lydia Dawley, CEO and AAC Interaction Specialist, Click.Speak.Connect., Decorah, IA.

Engage in PLAY (Parallel Language Activities for Young Children)

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 4:30 pm - 5:30 pm

We know that children learn best by playing. Oftentimes, students who use high-tech devices to access curriculum and learning are not engaged in play as much as peers. We came up with a solution to incorporate play with students who use high-tech Assistive Technology. Be inspired to create, engage, and

empower young students to PLAY with Parallel Language Activities for Young children. You will gain knowledge on what is in a parallel curriculum kit, explore many teachable opportunities to use the kits contents, and learn how you can incorporate the kits with core vocabulary to create meaningful engaging moments with your students. We will use testimony, photos, and videos to demonstrate how our district uses these kits along with other programs to give our students and specialists fun and delightful connections. This low-tech option will expose students to sights, sounds, and tactile sensations that will help enlighten their learning.

Anjanette Schlafmann, Assistive Technology Specialist; ATP, Bismarck Public Schools, Bismarck, ND; Nicole Bichler, Speech-Language Pathologist, Bismarck Public Schools, ; Becky McGillivray, Speech-Language Pathologist, Bismarck Public Schools.

Adapted Play in Early Childhood

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 10:30 am - 11:30 am

Children learn through play. Young children with special needs may have difficulty participating in play activities. Parents and providers can use a variety of modifications and adaptations to help a child take part in and learn from play. Children with motor, visual, hearing, cognitive, emotional social or communicative disabilities may need support or specific interventions to facilitate their play. Often children with disabilities do not know or understand how to play. Adapted play is modifying and adapting games, activities, and toys based on an individual child's interests and needs.

Ellie Hamilton, Substitute teacher, Iowa/MN Licensed Teacher, MN.

AAC in Early Childhood: Finding Success Through Universal Design for Learning

ON-DEMAND

LENGTH: 1 hour

Participants will be introduced to the principles of Universal Design for Learning in the context of the early childhood classroom, with a focus on how language development can be supported for all learners, including those who need AAC systems. Learn specific strategies to support any students encountering

communication barriers, such as students with disabilities, multilingual learners, and children who may be in their first school experience outside of their home. Tools and resources for integrating a range of augmentative communication systems, adapting play experiences and learning tools that encourage communication will be highlighted and demonstrated. Participants will leave this session with ready to apply strategies and materials that they can implement in their classrooms immediately!

Beth Poss, Speech-Language Pathologist/Director of Educational Programs for LessonPix, Beth Poss, Educational Consulting, Dickerson, MD; Sarah Gregory, Speech-Language Pathologist and assistive technology consultant., Ithaca City School District, Trumansburg, NY.

Self-Advocacy Starts Young

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Self-advocacy is the ability to make one's own decisions and learn how to speak up for oneself. Unfortunately, students who are deaf or hard of hearing don't learn self-advocacy skills because decisions are made for them. DCMP has videos for all ages that can help teach self-advocacy. Being fully accessible, they promote independent learning opportunities. Students will learn self-respect, increased self-esteem, and self-advocacy skills. There are also videos for adults to improve their knowledge and skills in fostering self-advocacy.

Cindy Camp, Marketing and Communications Specialist, Described and Captioned Media Program, Spartanburg, South Carolina.

INSTRUCTION, LITERACY & INCLUSION

Literacy, Letters and Language: Embedding Opportunities for Students with Complex Communication Needs

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 9:00 am - 10:00 am

Comprehensive literacy instruction for students with significant disabilities and complex communication needs is a critical component of the formal instructional years

and beyond. As educators work to support AAC users in achieving the highest levels of communicative competence possible, it is critical that language and literacy are the foundational students to achieve independent, autonomous communication. This session will highlight embedded instructional experiences that teach alphabet knowledge and phonological awareness. While a combination of explicit and embedded instructional approaches are beneficial when teaching these skills, the focus of this session will integrate the ways in which all educators can embed these strategies within their instruction to support increased awareness and apply what they are learning during explicit instructional activities to the world around them.

Lauren Sheehan, M.Ed., Special Education Teacher, Community High School District 218, Oak Lawn, IL; Ashley Larisey, Speech-Language Pathologist, Community High School District 218, Chicago, IL.

Core...iculum Integrating Core Vocabulary Into the Classroom

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 10:30 am - 11:30 am

This presentation will support teams in developing a systematic approach for implementation of core vocabulary instruction throughout the school day. Given the multi-year implementation of our "Core Initiative", now called "Core-iculum" we will share how our program evolved over five years, our successes and challenges. We will share information on developing and differentiating materials for students across various age levels and abilities, and how we engaged and motivated staff to increase success. Our participants will come away with practical ideas for materials and activities. Sample core boards, classroom word of the week sheets, daily practice sheets, digital activities and ideas for spelling and writing will be shared.

Angela Albrigo, Assistive Technology Consultant, Speech Pathologist, North DuPage Special Education Cooperative, Roselle, IL; Kelly Petersen, Speech Pathologist, North DuPage Special Education Cooperative, Roselle, IL; Janine Sabal, Speech Pathologist, North DuPage Special Education Cooperative, Roselle, IL; Erin Ferguson, Speech Pathologist, North DuPage Special Education

Cooperative, Roselle, IL.

Make Stuff and Love People - Making AT in Minutes

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 10:30 am - 11:30 am

Discover the joy of making assistive technology in minutes. This session will discuss and demonstrate hundreds of solutions that can be created using everyday materials in amazing ways. Learn new uses for discarded election signs. Explore hundreds of devices that can be made for reading and writing; employment; organization; independent living; art, music and play; blind and low vision; communication impairments and devices for upper and lower extremity impairments.

Therese Willkomm, Clinical Associate Professor, University of New Hampshire - IOD, Durham, NH.

Scribbling: The Entry to Writing for ALL Students

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 12:00 pm - 1:00 pm

For children who write via non-traditional modalities, family and staff often miss the emerging steps of scribbling and drawing. We put an adapted keyboard in front of them or provide an alternative pencil and immediately expect them to write their name. We need to encourage, support, and provide creative opportunities for students with complex learning needs to experience the beginning stages of putting ideas to print through a variety of activities, strategies and technologies that encourage the acts of scribbling and drawing.

Kelly Fonner, Educational Assistive Technology Trainer and Consultant, Fonner Consulting, Lake Geneva, WI; Donna McNear, Independent Educational Consultant, McNear Consulting, Cambridge, MN.

Beyond Literacy Fads and Myths: Examining Practices to Optimize Outcomes

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 11 1:30 pm - 4:00 pm

Educators strive to use evidence-based practice as part of their daily literacy

instruction with students who have complex learning needs (CLN). Yet, educators are bombarded with fads or popular practices exploding in the media. Popular practices may go through transformations resulting in piecemeal efforts hindering fidelity in implementation. Students with CLN present with multiple intrinsic barriers and need authentic, high-quality instruction in reading and writing every day rather than instruction that is random, splintered parts, or simply edutainment. We will show how educators can flip this paradigm. During this webinar we will tackle popular practices, demonstrating a process to examine each practice for its purpose, evidence-base, and requirements for fidelity. Application of this process will be shown through classroom and student examples.

Janet Sturm, Ph.D, CCC-SLP, ; ; Kelly Fonner, Educational Assistive Technology Trainer and Consultant, Fonner Consulting, Lake Geneva, WI; Maureen Staskowski, SLP, Literacy Consultant, Macomb Intermediate School District., Clinton Township, MI.

Think you Know Tarheel Reader? - Think Again!

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11 4:30 pm - 5:30 pm

Tar Heel Reader is a free internet resource many professionals use when looking for books with simple words and uncluttered visuals for students who are not yet reading or those who are just getting started. What many don't know, is the true gem of a resource it is and how to use it in day-to-day instruction, when learning new concepts and reviewing old ones. Come learn how to search for books that zero in on your topic. Discover how to write your own books that meet your student's needs. Your students can be authors too! Learn how to create a Favorites page and see all the accessibility features-including switch access on the computer and iPad.

Tova Horowitz, Senior Special Education Teacher, International Academy of Hope, New York City, NY; Gretchen Hanser, Director of Assistive Technology and Literacy Specialist, International Academy of Hope, New York City, NY.

Integrated Reading, Spelling and Communication Instruction Without the Drill: Literacy Through Unity/LAMP

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12 9:00 am - 10:00 am

Professionals struggle with how to teach phonics to students with significant disabilities who can't use verbal speech to communicate and read. However, research in the past 2 decades has identified effective approaches for this population of students. The research has also found that instruction is effective when it is integrated with communication device instruction. This session will describe an integrated reading, spelling and communication instruction program for students using Minspeak based devices: Literacy Through Unity & LAMP (Prentke-Romich). The session will include lesson demonstration, instructional strategies and student videos. Come see how early conventional reading instruction can be fun, WITHOUT the drill!

Tova Horowitz, Senior Special Education Teacher, International Academy of Hope, New York City, NY; Gretchen Hanser, Director of Assistive Technology and Literacy Specialist, International Academy of Hope, New York City, NY Minor Outlying Islands; Caroline Kling, Staff Speech-Language Pathologist, The International Academy of Hope, New York, NY; Jaclyn Litvack, Senior Speech and Language Pathologist, Senior Assistive Technology Team Member, The International Academy of Hope, New York, NY; Katie Kuyendall, Speech Language Pathologist, International Academy for Hope, New York, NY.

Awesome Ways to Increase Meaningful Participation, Access and Communication for Students with Multiple and Complex Needs

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 12 10:30 am - 1:00 pm

Only 2% of students with IEP's have a classification of multiple disabilities here in the . This "low incident" population is often underserved in our community. Related service providers, teachers, paraprofessionals and parents sometimes struggle with new, exciting ideas on how to meet the needs of

these students. Let's "think outside the box" with instruction and focus on what our students CAN DO! Learn how to use a strengths based approach to guide active AND meaningful participation for our students with multiple disabilities/complex needs. Attend and leave re-energized, creative and with activities that are cost effective.

Julie Marzano, Owner and creator of Fine Motor Boot Camp, LLC Independent Contractor, Fine Motor Boot Camp, Springfield, PA; Emily McCarthy, Co-owner/creator, Fine Motor Boot Camp, . .

Using AAC and Google Slide with Emergent Writers

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 12 3:00 pm - 5:30 pm

Writing with AAC devices? Absolutely! Students who use AAC are often not given opportunities to write or produce meaningful content. However, emerging writers benefit from using alternate pencils such as their AAC devices and seeing others composing for authentic purposes. This presentation will demonstrate how students can use their AAC devices to compose in Google Slides for a variety of purposes. Examples of writing with PRC-Salttillo devices will be highlighted but the method can be used with a wide variety of AAC devices and communication apps. Through use of clients' writing samples over time, the development of writing will be highlighted during this session. The presenter will also discuss pros and cons of using Google Slides for writing.

Heidi Rabe, Owner, Speech-Language Pathologist, Authentic Expression LLC, Morton Grove, IL.

Angelman Syndrome: Brain-Based Learning Strategies for Autonomous Communication and Academic Engagement

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 13 9:00 am - 11:30 am

Children with Angelman syndrome are frequently relegated to discrete trial training, life skills curricula, and instructional settings that segregate them from their peers. Parents, therapists, and educators may struggle to support these learners effectively. This session will explore access barriers, neurological

differences, and key learning requirements for teaching individuals with Angelman syndrome. Strategies covered will include robust AAC modeling, inclusion, addressing sensory needs, balancing communication and academics, harnessing motivation and self-directed learning, accommodating processing differences, prioritizing process, progress monitoring in natural contexts, and social connections with peers. Practical application of strategies will be highlighted. Participants will leave with increased confidence in their ability to effectively support learners with Angelman syndrome, as well as strategies they can implement immediately. Video and case examples will be shared.

Linda Burkhart, Private consultant, Augmentative Communication and Assistive Technology Specialist, Linda Burkhart, Saint Johns, FL; Kate McLaughlin, Speech-Language Pathologist, The AAC Coach, Redding, CT.

Read, Write, and Learn! Simple and Effective Literacy Strategies to Start Using Today

LIVE VIRTUAL

COMPANY AFFILIATED: Tobii Dynavox

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 9:00 am - 10:00 am

Join us as we highlight three evidence-based strategies to support literacy skill development for individuals with significant disabilities. Participants will learn how they can actively engage learners in reading and writing activities with varied low to high tech supports. A systematic approach to teaching emergent literacy skills that incorporates evidence-based practices, research on literacy development, and AAC technologies will be discussed. Presenters will model evidence-based strategies and activities that instructors can implement right away to support their learners' literacy skills.

Randee Kushner, Implementation Resource Developer, Tobii Dynavox, Pittsburgh, Pennsylvania; Amber Dollar, Learning Program Manager, Tobii Dynavox, Pittsburgh, PA.

Progress Monitoring Emergent Literacy Skills

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 13 9:00 am - 11:30 am

Participants will learn approaches to monitor

emergent literacy progress for students with complex multiple disabilities and how to use data to inform instruction as students move up the continuum of emergent literacy to early conventional literacy. Participants will explore a variety of access accommodations to support learning, and methods for tracking the shifts we see in student participation. Lesson plans, differentiated instructional practices, and access accommodations will be highlighted to support emergent literacy learners with complex multiple disabilities.

Andrea Casso, Speech and Language Pathologist, Jeffco Public Schools, Wheat Ridge, CO; Katie Pittman, SLP, Jefferson County Public Schools, Lakewood, CO; Sarah Davidson, Instructional Coach, Jefferson County Public Schools, Arvada, CO; Nickie Woods, Instructional Coach, Jefferson County Public Schools, Littleton, CO.

The A to Z of Alphabet Instruction: From PowerPoint to Paper

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 13 12:00 pm - 2:30 pm

Alphabet instruction is traditionally a part of every educational program for students with significant disabilities, including those with Cortical Vision Impairment. Too often, instruction consists of ‘letter-of-the-week’ approach or other drill and kill methods. Students often learn to identify letters but with little understanding how to USE those letters for real reading and writing. Put away the drill and come see some alternatives! This fast-paced session will show a range of alphabet activities, from explicit letter of the day lessons to fun, interactive activities embedded throughout the day which include activities using PowerPoint and alternative pencils. Adaptations for students with physical disabilities and vision impairments will be shown throughout. Participants will leave with a list of things to try Monday morning!

Gretchen Hanser, Director of Assistive Technology and Literacy Specialist, International Academy of Hope, New York City, NY Minor Outlying Islands ; Tova Horowitz, Senior Special Education Teacher, International Academy of Hope, New York City, NY; Eileen Marcus, International Academy of Hope, New York, NY.

_____ and Mo, Still Wild and Free!

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 12:00 pm - 1:00 pm

This “wild and free” session always has a little mystery. There are so many apps and cloud resources out there, where do you even start? We will explore some of my favorite apps (free or inexpensive) and cloud technology and how they can support your students’ educational, social, organizational and behavioral needs. This will be a fast-paced and fun session! Participants will walk away with ideas on how to maximize the power of these tools, where to locate them, what they cost (if any, for some are free) and what issues they can address in the classroom. The apps explored will show how to support curriculum adaptations, social skills training, behavioral needs and organizational skills. These are definitely wild and free!

Mo Buti, Owner of AiepA: Advocate and Instructional Expert for People with Autism . , AiepA: Advocate and Instructional Expert for People with Autism, Chicago, IL.

Easy to Implement Instructional UDLs for ALL Students to Access Content in the General Education Classroom

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 1:30 pm - 2:30 pm

Are you looking for new ways to help general education teachers be more inclusive in their instructional strategies? Easy to implement UDLs will help! Your students will be able to access content in their general education classrooms, increase their engagement and learning, and assist in Closing the Gap! These proven strategies can be used across any grade, any content. Using multi-sensory approaches your students will feel more positive about their classroom experiences, be more connected to their classmates, see the relevancy of their learning and build their self-efficacy. Best of all, you can use these strategies tomorrow!

Cheryl Stephani, Math and Exceptional Learning Specialist (K-8) Consultant for Center for Teacher Effectiveness, Center for Teacher Effectiveness, Brooklyn Park, MN.

Severe and Multiple Disabilities: Focus on Access to Literacy, Communication and Curriculum

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 1:30 pm - 2:30 pm

Literacy and communication as we know is imperative to success in any school activity including curriculum, but it often becomes secondary to other curriculum tasks. In this session, using examples, I will analyze the typical curriculum tasks expected for students, the tools to support the tasks, with time/ teaching and how it fits into the big picture of learning today for tomorrow. All technology platforms will be covered as the technology needs of the student, and what may already be in place, will vary from school to school, including both light tech and high tech and collaborative support tools to maintain engagement and ongoing support. Walk away with a toolbox that fits the needs of your students and the planning tools for implementation.

Pati King-DeBaun, M.S. CCC-SLP, Creative Communicating, Park City, UTAH.

Comprehensive Literacy Instruction: One Teachers Journey from Books Study to Implementation

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13 3:00 pm - 4:00 pm

Learning to read, write and communicate effectively is a complex intertwined set of skills. One needs highly effective teaching practices to learn how to become independent readers and writers. Students with complex communication needs also have the right to learn to read and write from teachers who have highly effective strategies. Many educational groups, school districts and individuals have participated this pandemic school year in a book study reading, Comprehensive Literacy for all : Teaching Students with Significant Disabilities to Read and Write by Karen A, Erickson, David A. Koppenhaver. During this 1 hour session follow one teacher’s journey in an independent book study as she takes the lesson and strategies and implements them in her classroom of students of emergent readers/writers and who have complex communication needs.

Sharon Redmon, SPED/AAC/AT Specialist ,

Port Townsend School District, Quilcene, WA.

Jump In - We're Getting Ready to Read!

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

3:00 pm - 4:00 pm

Special educators and related service providers are responsible for ensuring that their curriculum includes comprehensive literacy instruction with the goal of teaching all students how to read and write. This responsibility presents some unique considerations when working with individuals who use Augmentative and Alternative Communication (AAC). The Getting Ready to Read program was developed through a collaboration between the Center for Literacy and Disability Studies of the University of North Carolina at Chapel Hill with Dr. Karen Erickson and Dr. Gretchen Hanser, Bruce Baker of Semantic Compaction, and PRC-Salttillo. An overview of Getting Ready to Read will be highlighted, as well as special considerations for differentiating lessons based on learner profiles.

Ashley Larisey, Speech-Language Pathologist, Community High School District 218, Chicago, IL.

Creative Fun Switch Activities

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

4:30 pm - 5:30 pm

Say what? You can do that with a switch? We all learn best when we are interested, engaged, and excited about what we are doing.

Research shows that students who are switch users need to practice their switch skills using a wide variety of engaging activities and practice them across settings. In this session, you will learn to create fun and engaging switch activities ranging from commanding a transformer robot to using a blow drier for-well almost anything. This session will be jam packed with ideas! You will leave with resources to share with families and train staff. *Heidi Brislin, Occupational Therapist, Assistive Technology Specialist, Consultant, Heidi Brislin OT Consulting, PLLC, Kingston, WA.*

Maximizing Access to Literacy for ALL Learners: Pathways of AT

LIVE VIRTUAL

COMPANY AFFILIATED: 2021 Exhibitor

Session

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

4:30 pm - 5:30 pm

This past year was a game-changer on many levels for every Assistive Tech Specialist, Special Education Director, ESL Coordinator, Educator, parents, and learners. Everyone found themselves scrambling to find creative and engaging ways to bridge those pesky gaps between paper and digital curriculum. It was a mad dash to provide learners of all ages more access and simple solutions with the biggest gaps shining bright on literacy. This session is great for looking at a toolbox approach to improve reading outcomes for students with neurodiversity, dyslexia, low vision, ESL, reading differences, or delayed readers. We will be discussing: how audio promotes literacy, the benefits of using Scanning Pens to build cognitive engagement, incorporating several literacy enhancing tools based on learner-driven contexts in the classroom, for independent reading, employment and recreation, testimonials from your peer groups nationwide, creative ways educators across the country are implementing them in their learning environments, and interesting ways educators are using specific features of the ReaderPen. We will review recent research on how comprehensive literacy instruction (Erickson, K. Koppenhaver, D. 2020) can promote literacy learning for all learners across the lifespan from school age to adulthood as well as the overarching impact digital learning has on literacy. This session is packed full of great information, jaw-dropping statistics, and inspiring stories. When we focus on teaching print literacies, we are focusing on the lifelong skills a learner needs to find employment, have greater control over life choices, and connect with others. Please join us to connect with us on this literacy adventure! Erickson, K. and Koppenhaver, D., 2020. Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read & Write. Baltimore: Paul H. Brooks Publishing Co. Wolf, M., n.d. Reader, come home.

Jodi Szuter, Director of Strategy, Scanning Pens, Inc., Dana Point, CA; Candice Steel, Practicing SLT, AT Specialist at Scottsdale

Unified School District, Scottsdale, AZ.

Another Seat at a the Table: The Equitable Classroom

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

4:30 pm - 5:30 pm

Not sure what to say or how to begin the conversation focused on diversity, equity, and inclusion? Start here and embark on the shared journey: The Road to Equity. To set each person and organization up for success, participants will self-assess the status of their organization in terms of DE&I and learn the Five C's to Construct an equitable organization. Learn to Confront bias, Create opportunities to build relationships, Collaborate through policies, practices, and procedures, Commit to setting each person up for success, and Celebrating the diversity in your organization to create an inclusive, equitable environment.

Kayren Gray, Founder, MK Results, LLC, Harker Heights, TX.

Technology Tools for Interactive Visual Schedules

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 13

4:30 pm - 5:30 pm

This session will demonstrate a range of tools which can be used to create interactive visual schedules, where users can manipulate and navigate digital schedules, receiving additional spoken and visual cues via text-to-speech and/or video. We will explore a range of free and paid tools which can be accessed either via a web browser, an installed piece of software or an iOS app. These will include; Thinglink, Google Jamboard, Wigit Online, Jamjolu, Grid 3, Boardmaker 7, PowerPoint, Book Creator for iPad, ChoiceWorks and more. We will contrast and compare their usability, highlight helpful features and explore options for alternative access methods for learners who use switches and eye gaze systems. We will also consider factors and practicalities around sharing these interactive schedules as well as discussing how they can be used in the classroom.

Claire Harrison, Development Officer, Assistive Technology & Complex Needs, CALL Scotland, Edinburgh, Scotland United Kingdom.

AAC Flights

ON-DEMAND

LENGTH: 1 hour

Come check out how people who use AAC enrich our online learning. Get ready as Caroline demonstrates a sampling of strategies for building vocabulary with her literacy groups online (using the word FLIGHT). Then WE GO UP with Deanna and Marjorie as Jesus as we demonstrate snippets of our work on core words and letter/sound awareness using Unidad (and multi-age bilingual grouping). Have a Coffee Break with TravelingTalkerTime, as Sidney and Mary Anne demonstrate their favorite social media tools (Facebook, Instagram, Blogspot). Finally, stretch out with Katie Krazy Hearts while she shares about dance, poetry, and her art on Zazzle.

Deanna Wagner, SLP, AT Specialist, TherapyOne, Phoenix, AZ; Caroline Musselwhite, AT Consultant, AAC Intervention, Litchfield Park, AZ; Sidney Daswick, AAC User, Tutor-Mentor for AAC Users, , Scottsdale, AZ; Katie Yonker, AAC User, , Phoenix, AZ; MaryAnne Barno, Speech Language Pathologist Assistant, Assistive Technology Specialist, Therapy One, Scottsdale, AZ.

Assistive Tech in Literacy - Creating Opportunity for All Learners through Inclusion, Independence including Funding Sources to Help

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

All educators these days are looking for creative ways to help improve student outcomes while removing the barriers and stigma that come from struggling to read. Now more than ever, schools need simple solutions to provide access so students catch up on unfinished learning. This session is perfect for looking at a tool box approach for students with dyslexia, low vision, ESL, reading differences or delayed readers. We will be discussing: how audio promotes literacy, the 2019 National Report Card on Reading Results, ReaderPen testimonials from your peer groups nationwide, Research on Text-to-Speech, creative ways educators across the country are implementing them in their districts, hear impactful student stories of engagement, inclusion & participation, learn

helpful dyslexia websites as well as different Funding Sources that help make AT possible. I often get told this session is packed full of great information, I hope you will find benefits for yourself when you watch it.

Jodi Szuter, Director of Strategy, Scanning Pens, Inc., Dana Point, CA.

Cognitively Engaging Literacy Instruction for Students with Complex Needs using Readtopia

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Every student, regardless of ability, deserves access to literacy instruction and to connect with the world around them. The Carter School in Boston specializes in educating students, ages 12-22, with severe and complex medical needs. In this presentation, we share how Readtopia™ was the perfect fit for our school. Learn how our school uses this curriculum and its key elements as a vehicle to teach a range of communication functions. Our framework, the Cognitively Demanding Task Matrix, guides our instruction and supports student progress. We integrated the Readtopia™ curriculum during in-person and remote learning - creatively using a variety of digital resources.

Torrie Turner, Curriculum Support Specialist, Don Johnston Inc., Volo, Illinois; Kimberly Kulasekaran, Lead Special Education Teacher, Boston Public Schools, Boston, MA; Sarah Wakabayashi, Speech Language Pathologist, Boston Public Schools, Boston, MA.

Emergent Literacy Success for Younger Students

ON-DEMAND

LENGTH: 1 hour

Practical strategies will be shared that help teachers, therapist and/or parents make language and literacy a part of everyday activities for children with and with and without significant disabilities. Participants will understand the importance of the relationship and development of adapted supported readings to enhance a variety of skills including attention to task, play skills, and communication. The use of technology; iPad and/or similar simple and technology communication tools, and other simple technology including adapted books to encourage communication and engagement

for all students.

Pati King-DeBaun, M.S. CCC-SLP, Creative Communicating, Park City, UTAH.

Empower Collaboration and Learning With One Total Solution

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

In this session, you will be provided with avenues to explore comprehensive, cloud-based special education solutions that support managing your day-to-day tasks with research and evidence-based programs that provide you with the most complete, standards-aligned instruction and assessment, enhanced by data-driven automation and flexible delivery options. Ensuring that you can focus on the human part of your job, teaching and nurturing your students. You will learn how differentiated, confidence-building instruction and age-related materials ensure meaningful engagement and participation, as well as, increase progress and development toward a student's path to independence both in and out of the classroom.

Stacey Atiyeh, Senior Solution Marketing Manager, n2y, Huron, Ohio.

Expanding Inclusive Practices for Individuals with Complex Communication Needs

ON-DEMAND

COMPANY AFFILIATED: Tobii Dynavox

LENGTH: 1 hour

This session will focus on action items for professionals to consider as they identify ways to better support diversity and cultural competencies in their practice. Participants will leave with a toolkit of resources and action items that will better equip them to serve diverse populations. Key strategies to better support diversity and inclusion will include: 1. Selecting appropriate symbols. 2. Supporting multi-lingual and dialectal differences. 3. Representing culture in vocabulary. 4. Choosing therapy materials to represent diverse groups.

Amanda Hobar, Learning Consultant, Tobii Dynavox, Pittsburgh, PA.

Exploration of the New and Improved Read&Write for Google Chrome Toolbar and PDF Reader

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

In keeping up with the dynamic educational landscape, Read&Write for Google Chrome and the accompanying PDF Reader have undergone a complete rewrite over the last year. This rebuild has created a more user-friendly interface and experience, and provides students the ability to read and interact with content digitally across the web. This session will explore how these tools from Texthelp provide increased functionality in LMSs, on the web, and with a wide range of content, supporting students like never before. This rewrite helps districts with their goals around access for every student, every assignment, and within every educational environment.

Kathleen Colburn, Technical Support Specialist, Product Manager, Senior Product Manager, Texthelp, Woburn, MA.

Increasing Student Participation and Achievement Through Access to Current Events

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Today we live in a world where we have access to news 24/7 and can consume news through a variety of mediums. However, this doesn't mean that news is always accessible to students who are neurodiverse or have complex language and communication needs. During this session, we will identify the ways students benefit from current events programs. We will also explore how News-2-You, a current events solution from n2y, can be used to provide differentiated, leveled content and supports to increase student participation and achievement. We will explore accessibility features within the solution, tips and tools, and academic standards which can be met through the use of current events and related materials.

Bryan Gold, Product Director News-2-You, n2y, Huron, OH.

Learning with BitMOjis

ON-DEMAND

LENGTH: 1 hour

Bitmojis are a great way to engage students in a virtual platform. We all know that the 2020-2021 school year might have a combination of virtual, remote and in-person learning. Bitmojis can enhance all of these! Students need to be motivated to learn now more than ever, their lives have been turned upside down and we need to be able to capture their attention and motivate them to learn, learn, learn! Using Google Slides and Bitmojis we can do just that. There are multiple other free website, extensions, add-ons and apps to help us do just that. Everything learned in this session will be free and fun!

Mo Buti, Owner of AiepA: Advocate and Instructional Expert for People with Autism . , AiepA: Advocate and Instructional Expert for People with Autism, Chicago, IL.

Lessons Learned from Remote Readtopia Instruction Move Back to the Classroom!

ON-DEMAND

LENGTH: 1 hour

Everyone scrambled to change in-person to remote instruction, especially for students with complex needs. We found wonderful new technology tools (Google jamboard, online manipulatives) and spiffed up old tools such as slideshows (using techniques not used previously). Many students did surprisingly well, and many families learned valuable partner skills. Now most schools are in-person, and we are taking these new strategies back to the classroom. Come learn from multiple teachers about tools and strategies used to support individuals with significant disabilities (including CVI and AAC use). While the content will show Readtopia materials, the tools, instructional areas (e.g., shared reading, predictable chart writing) and strategies (e.g., partner-assisted scanning) are universal. This fast-paced presentation features teachers and therapists from multiple sites.

Caroline Musselwhite, AT Consultant, AAC Intervention, Litchfield Park, AZ; Marie Conway, Special Education Teacher, Decorah Community School District, Calmar, IA; Lauren Fuhr, , Community High School District 218, Frankfort, IL; Jillian Frankel, Special Education Teacher, St. Coletta of Greater Washington, Washington, DC; Amanda Soper, Assistive Technology Specialist Speech-

Language Pathologist, St Coletta of Greater Washington, Washington, DC.

Literacy and AAC Fun: Boost Your PowerPoint Skills!

ON-DEMAND

LENGTH: 2.5 hours

When it comes to implementing academic and therapeutic instruction during remote learning, a challenge is imposed on professionals to create meaningful and interactive activities using this old school tool to meet the needs of complex communicators and learners. When asked, "What does online instruction look like?", many people would believe that passive learning is the only option. However, use of motivating games, characters, and/or stories can be modified and individually adapted to promote active engagement while promoting literacy and interactive choice-making through tools and features in PowerPoint. Through this session, you will learn specific tips and tricks, such as customizing images and visuals, adding auditory feedback, and use of animations and sounds effects, all to create a multimodal experience for your students.

Christina Lompadó, Speech-Language Pathologist, International Academy of Hope, New York City, NY; Tova Horowitz, Senior Special Education Teacher, International Academy of Hope, New York City, NY; Lindsey Garland, Senior Special Education Teacher, The International Academy of Hope, New York, NY; Gretchen Hanser, Director of Assistive Technology and Literacy Specialist, International Academy of Hope, New York City, NY; Shoshannah Newman, Special Education Teacher, International Academy for Hope, New York, NY; Katherine Childers, Speech Language Pathologist, International Academy for Hope, New York, NY.

Supporting Executive Function Skills with Microsoft Office 365 and Windows 10

ON-DEMAND

COMPANY AFFILIATED: Microsoft

LENGTH: 1 hour

Executive function: working memory, mental flexibility and self-control are critical lifelong skills all students need. In this session explore tools and apps in Windows 10 and Office 365 that will support students with executive function deficits both in and out of the classroom. Focus Mode, Reminders, To Do, OneNote, Read aloud, dictation, Teams,

Flipgrid are a few that will be explored plus many more!

Robin Lowell, Senior Manager of Accessibility, i2eTeacher of Students with Visual Impairments Special Educator birth -21, i2e, Issaquah, WA.

Techquity: Bring Access and Inclusion to All Students In Your School or District

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Techquity, or the intersectionality of technology and equity provides a new framework to support the implementation of assistive/educational technology across a district or school so all learners are supported and can reach the curriculum. In this session, we'll explore the concept of techquity and how it can bring new levels of access and inclusion to all students as you work to reduce learning loss, decrease the achievement gap, while increasing literacy levels, regardless of race, gender, ethnicity, socioeconomic status, or disability. Ensuring equity and inclusion for every learner is key to the future of education this year and beyond.

Rachel Kruzel, Territory Sales Director, Texthelp, Woburn, MA.

The Reader Pen: Your Portable Digital Toolbox for Developing Literacy Skills, Anytime, Anywhere

ON-DEMAND

LENGTH: 1 hour

Although we live in a digital world, print based-text exists both in and out of the classroom and can prove challenging for our students with reading disabilities, dyslexia and struggling readers. We know traditional assistive technology tools allow students to access the curriculum, however, building literacy skills becomes paramount in strengthening their reading and approach to text whether at school or when remote learning. The C-Pen Reader Pen, is a portable and digital tool that makes accessing print-based text possible anytime, anywhere. Come discover and explore a variety of actionable strategies and resources that help differentiate learning, training and support.

Judy Sackville, Assistive Technology Lead, Halton District School Board.

Tools for Learning: Creating a Culture of Access

ON-DEMAND

LENGTH: 1 hour

I will understand the “why” and the “how” around increasing the availability of access to “Tools for Learning (text to speech, speech to text and word prediction)” for all learners. I will explore ready made resources, videos and templates that support the introduction of Speak Screen, Speak Selection, Predictive Text and Dictation for all learners in my classroom or building by implementing access of these tools around the writing process. I will reflect on my own current practices and determine next steps support a culture of access in my own classroom, building or District.

Laura Piette, Instructional Technology Integration Specialist, Wausau School District, Wausau, WI; Melissa Piette, Assistive and Instructional Technology Integration Specialist, Wausau School District, Wausau, WI.

Transparent and Holistic Integration of Assistive Technology into Multiple Environments

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

As we formally return to face-to-face learning from the hybrid or virtual environments, we will see a greater need for creating safe and holistic spaces for our exceptional individuals. We will need to reestablish routines which can be replicated in any number of environments like the classroom, workplace, therapy room, or home. We will need to determine those devices which enhance and support all individuals in learning and living as independently. In this presentation, we will review the types of assistive technology which lend themselves to supporting individuals throughout any given day as well as sensory items which can be beneficial. We will also describe templates for the design and implementation of AT and sensory in a holistic and transparent manner, no matter the environment.

Raymond Heipp, Senior Specialist for Special Education, School Health Corporation, Rolling Meadows, IL.

Unique Learning System, A Dynamic and Robust System

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Now more than ever students are using technology to assist their learning, and teachers, parents, and caregivers are faced with the need to make each experience meaningful. With n2y’s solutions, educators can increase engagement, promote student success, and support students in actualizing their goals. As we walk through lesson navigation, launching the teacher dashboard, and highlighting teacher resources; the audience will learn about the instructional tools and strategies that will simplify and support student learning needs. We will showcase how the strategies to enhance student engagement and boost achievement through the monthly lessons and our data management system. Lastly, we will demonstrate how those supports look within Student View and how students can successfully navigate through the materials.

Donnetta Buggs, Online Professional Learning Manager, n2y, Huron, OH.

UNplugged Does Not Equal UNinstructed!

ON-DEMAND

LENGTH: 1 hour

Remote learning and in-person learning is not always best with technology. Some students do not have internet access at home, a computer, or cannot attend or access information through a computer. Now what? There are many ways to utilize basic things around your house/school, hands-on activities, and other assistive technologies. We will explore some ways to continue learning and improving skills during remote learning &/or in the classroom setting. These will keep students exploring, learning, and learning through things in their environment. Many of these ideas will be supported by visual strategies as well. During these trying times, we need to think smarter and not harder.

Mo Buti, Owner of AiepA: Advocate and Instructional Expert for People with Autism . , AiepA: Advocate and Instructional Expert for People with Autism, Chicago, IL.

Virtual Reality Software - Helping Support Special Education Students Both at Home and In Person

ON-DEMAND

LENGTH: 1 hour

This session is an introduction to the Veative VR/ WebXR platform. This presentation will outline what the software/ hardware is, what it can do and how teachers can leverage these tools to help support special education students and their curriculum attainment. A demonstration of the software will show how to: register and access both VR headsets and the webXR software; the teacher dashboard; and assessment and evaluation. The goal is to show how to leverage this type of technology to support our learners - special education students, gifted students and ESL students. *Diana Lang, Assistive Technology Lead, Halton District School Board, Burlington, Ontario Canada; Judy Sackville, Assistive Technology Lead, Halton District School Board.*

WordQ Chrome: Progressive Web App for Literacy

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

I will discuss our new WordQ Chrome software, a progressive web app (PWA) for Chromebooks, PCs and Macs, and its application in educational environments, both in-person and virtual. Attendees will learn what a PWA is and why we chose it as “log in from anywhere” assistive technology option. I will demonstrate the functionality of WordQ Chrome as used by students writing and reading text in documents and PDFs. I will then explain the key differences between an extension and a PWA, and how those differences affect the ways that software can be used. Attendees will come away with a clear idea of how both PWAs and extensions work and will be ready to make informed decisions about which products best suit their assistive technology needs.

Fraser Shein, Fraser Shein, PhD, PEng Founder and CEO, Quillsoft Ltd., Quillsoft Ltd., Toronto, ON Canada.

LEADERSHIP, POLICY & IMPLEMENTATION

QIAT In Action: Supports for Planning for AT in Your Agency

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11

9:00 am - 10:00 am

Are you a newly emerging AT Leader? Worried about developing a plan for getting AT services up to speed? Anxious about IEP teams and AT Consideration? Unsure about training beyond devices and apps? Confused about how to get started using QIAT to improve AT services? If these questions are keeping you up at night, join the QIAT Leadership team to discuss these questions and more. Hear how AT leaders around the country are using the QIAT Indicators and resource materials to plan for and deliver equitable, quality assistive technology services across their agencies. Specific strategies will be shared.

Joan Breslin Larson, Independent consultant Supervisor, Low Incidence Disabilities, Minnesota Department of Education AT and UDL specialist, Minnesota Department of Education, Breslin Larson and Associates, Monticello, MN; Brian Wojcik, Assistive Technology Specialist, Nebraska Dept. of Education, Lincoln, NE; Kelly Fonner, Educational Assistive Technology Trainer and Consultant, Fonner Consulting, Lake Geneva, WI; Scott Marfilus, Consultant, Marfilus Consulting, Janesville, WI.

Measuring Progress: Teaching with Technology for Inclusive Practices

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 11

10:30 am - 1:00 pm

This session will discuss taking a proactive approach to broadening skills for teaching with technology and how educators can more effectively offer explicit instruction and support to help students identify and remove barriers to learning with technology. We will highlight the CITES Framework best practices in the area of teaching, which are: 1) Develop technology competencies, including how to use accessible and assistive technology to support student progress toward learning goals, 2) Use technology to support student-centered learning for all students, including students with disabilities, and 3) Take responsibility for developing or enhancing the

technology skills needed to support instruction for all students.

Janet Peters, Project Director of the Center on Inclusive Technology & Education Systems, CAST, Minneapolis, MN; Bijul Dalal, Assistive Technology Specialist, CAST, El Cajon, CA; Maggie Pickett, Technical Assistance Specialist, CAST, Wakefield, MA.

Overcoming Barriers to Support Assistive Technology in Inclusive Settings for Students with Disabilities

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 11

12:00 pm - 1:00 pm

This session will begin with a brief analysis of the evidence supporting the use of assistive technology as an effective catalyst in achieving educational goals for students with disabilities. The presenter will then highlight the four common barriers found affecting assistive technology implementation in the school setting. The four barriers discussed include the lack of training for teachers, lack of resources, teacher perceptions of assistive technology, and parent involvement in the assessment process. The presenter will then provide evidence-based strategies to address these barriers with solutions that participants can incorporate into their current assistive technology plan. The strategies will be aligned to the evidence and a case example will be used to highlight strategies. Participants will leave with knowledge on how to address these barriers in their current educational setting and knowledge of evidence to provide effective strategies as solutions to implementation.

Susan Zapf, Dr. Susan A. Zapf, Ph.D., OTR/L, BCP, ATP Clinic Owner and Director of Clinical Therapies at The Children’s Therapy Center, Inc. Adjunct Professor for Rocky Mountain University of Health Professions-Pediatric Science Ph.D. Program, Children’s Journey to Shine, Friendswood, Texas.

It Takes a Village! Strategic Planning for Building Capacity in AT/AAC

LIVE VIRTUAL

LENGTH: 2.5 hours

DATE & TIME (CDT)

October 12

9:00 am - 11:30 am

Do you sometimes feel like the “lone ranger” in AT or AAC practice in your district or clinical team? Do you wish you had more buy-in from AT/AAC users, their families, the IEP and or

clinical team? An African proverb “It takes a village to raise a child “ talks about everyone in the community having an essential role in raising a child. The same principle holds true regarding the successful use and integration of AT/AAC for every user - no matter their age! How can we apply this principle of “It takes a Village” to strategic planning for building capacity in AT/AAC use? Please join this multidisciplinary group of presenters on their journey from being “lone rangers” to becoming village champions!

Rachell Johnson, AT Consultant, SLP, AT Team Lead, Florence One Schools/Stepping Stones Group/MN Tech4Home, Effingham, SC; Barb Kelii, TCTechGal, Independent AT Consultant Services, , Bloomington, MN; Kami Smith, PT, DPT, Assistive Technology Professional, Seating and Mobility Specialist, , Florence, SC; Erika Chapman, Music Therapy and Parent Liaison for Programs for Exceptional Children, Florence One Schools, Florence, SC.

Families as Partners in Technology Implementation

ON-DEMAND

LENGTH: 1 hour

Families play a vital role in the successful implementation of inclusive technology initiatives. But how can AT professionals effectively incorporate families in the process? This session will explore factors that may impact family participation in their child’s technology use in education, discuss what we have learned about meaningful family engagement and the importance of partnership between families and school during the pandemic that can be carried forward productively, and highlight resources to increase family engagement and technology planning in your district.

Janet Peters, Project Director of the Center on Inclusive Technology & Education Systems, CAST, Minneapolis, MN; Heather Olivier, Project Coordinator, FACT Oregon, Portland, OR; Cori Mielke, Lead Program Coordinator, FACT Oregon, Portland, OR.

GMU AT Program: 100% Online, 100% Awesome!

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

A masters degree in AT? Yes, please! Already have a masters? No problem! The AT

certificate is perfect for you! Educators, related service personnel, adult service providers, family members, individuals with disabilities, we want you to come discover our 15-credit online AT certificate program and 30-credit online masters program. Learn about our team oriented, tools-based, hands-on learning approach and our philosophy of creating engaging and authentic learning opportunities including mentoring support for all students and creating opportunities for meaningful discussion and feedback among their peers to foster a professional learning community. Explore sample assignments and student projects and hear from current and program alumni about participation, job opportunities and program satisfaction.

Marci Kinase Jerome, Associate Professor, Special Education and Assistive Technology, George Mason University, FAIRFAX, Virginia; Cindy George, AIM-VA Director and AT Faculty, George Mason University, Fairfax, VA.

Independent Living in an Interdependent Universe

ON-DEMAND

LENGTH: 1 hour

Being independent with a side of dependency is crucial. Join me as I describe what this means and how to take steps to achieve the balancing act needed to do so. I will be challenging your way of thinking, along with giving you inspiration that will help carry you to a brighter future. I will be describing various methods I use in taking steps in achieving the greatest independence as possible and advocate for myself in the truest sense of the word.

Brad Whitmoyer, Owner, BBradley.net, Ilc, Powell, .

Present and Future Tense: A Parent and Adult Care Worker’s Memories and Hopes for Future Technology and System Change

ON-DEMAND

LENGTH: 1 hour

What has worked in the past and what changes are needed? A parent who also happens to be a worker in the adult care systems shares his personal and professional experiences of the K-12 educational system, adult care, and the role of personal technology. An emphasis will be placed on future possibilities in personal technology, including intelligent agents and predictive computing. We’ll also focus on changes in government and

systemic supports that need to happen so that lifelong learning and neuroplasticity are embraced in our adult systems of care.

Jordan Jankus, FounderPlastic LearningWallingford,Vermont.July 1, 2021Retired June 30, 2021Coordinantor of Person-Centered and Cognitive SupportsThe Arc WestchesterHawthorne,NY, Plastic Learning, Wallingford, VT.

Program Development of Comprehensive Complex Care Services in Outpatient Pediatrics

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

This presentation will discuss the development of a complex care program by an interdisciplinary team of therapists in a pediatric private practice clinic. Given a needs assessment of our community, and our previous internal research of therapist competence in specialty areas of care, we determined that it is in the best interest of families and staff to have a dedicated facility for children with complex care needs. A dedicated center with trained staff will yield more holistic and high-quality intervention. We will discuss the process of data collection and analysis during the needs assessment process, the structure utilized to guide program development, and the initial development of a therapist training and mentorship program to support clinical intervention.

Annabeth Knight, Occupational Therapist, Jonet and Knight Consulting, Vestal, New York; Mara Jonet, SLP, Jonet and Knight Consulting, Sun Prairie, WI.

Putting High-Quality, Sustained AT Services Into Action

ON-DEMAND

LENGTH: 1 hour

Does your district need to further develop or fine tune your district procedures to be sure the AT services provided are equitable and of the highest quality? In this session, you will learn about building sustained change systems that can enhance your AT practices. Through an overview of the Quality Indicators for Assistive Technology (QIAT) and the science of implementation, as identified by the National Implementation Research Network (NIRN), participants will learn how to identify current

best practice in AT, pinpoint where improvements can be made, develop a change plan, and measure outcomes. Connect with team leaders who have worked at the national, state and district level who have faced similar challenges and hear about actions they have taken to overcome barriers and improve services to students.

Joan Breslin Larson, Independent consultant Supervisor, Low Incidence Disabilities, Minnesota Department of Education AT and UDL specialist, Minnesota Department of Education, Breslin Larson and Associates, Monticello, MN.

MOBILITY, MOUNTING, SEATING & POSITIONING

Walking to Learn: The Benefits of Support Walker Mobility for Children with Complex Communication, Physical Needs & CVI How to Choose & What's Available?

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12

12:00 pm - 1:00 pm

This presentation will describe how self-directed mobility, using hands-free support walkers, is essential for development of language, peer interactions, vision, spatial cognition and learning for children with complex communication, physical needs and cortical visual impairment (CVI). Participants will view videos of students who achieved new skills through self-directed mobility which also contribute to experiencing their visual environment in ways not available to them while seated in their wheelchairs. A feature driven approach for walker selection, an overview of support walkers on the market, adaptations, AAC strategies for support walkers and tips to enhance maneuverability across environments will be shared.

Christine Wright Ott, OTR/L, MPA currently in private practice and OT consultant at the Bridge School. , The Bridge School, Cupertino, CA.

A New Frontier: How Gene Replacement Therapy and Deep Brain Stimulation Changed Motor Skills, Communication and Mobility in Two Children with Complex Speech and Physical Needs

ON-DEMAND

LENGTH: 1 hour

Gene replacement therapy is a cutting-edge medical intervention, which has successfully changed the cognitive and physical abilities of children with AAC Deficiency who cannot eat, sit, walk or communicate. Deep brain stimulation (DBS) surgery is available now for some children with cerebral palsy and dystonia to improve motor function. Participants will gain an understanding of the astounding physical changes two Bridge School students experienced from gene replacement surgery and DBS and the remarkable impact on physical function and learning. The student's abilities to access technology for seating, mobility and communication prior to and after surgeries will be highlighted through slides and videos.

Christine Wright Ott, OTR/L, MPA currently in private practice and OT consultant at the Bridge School. , The Bridge School, Cupertino, CA.

Mounting Support for Communication Technologies

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

Learn about the selection, installation and maintenance of a mount assembly to support communication. Important factors in selecting a mount and deciding on the suitability of using a wheelchair mount are covered. See how the components work together and learn how to identify main parts of a mount assembly. Understand the importance of pre-emptive maintenance and what to educate others on for maintaining the mount. A mount is an important part to a successful application of communication technology. Learning how it fits together, what can impact the use of a mount and how to keep it working is knowledge everyone that works with communication will benefit from.

Dawn Drewery, Managing Director, Daedalus Technologies Inc., Richmond, BC Canada

Supporting Independent Living with HomeKit and Shortcuts

ON-DEMAND

COMPANY AFFILIATED: Apple

LENGTH: 1 hour

Learn how to navigate Apple's accessibility ecosystem and seamlessly integrate assistive technology for independent living through feature demonstrations of HomeKit and

Shortcuts on iOS. From managing home lighting, temperature, and security through HomeKit scenes to streamlining everyday actions using Shortcuts, this session will dive into how to utilize Apple's Home App, Shortcuts, and accessibility features across multiple devices to support independent living. For individuals with vision, hearing, mobility and cognitive needs, Shortcuts simplifies multi-step tasks and even takes advantage of time and location based interactions. Discover some of the new, related features coming to Apple Devices.

Olivia Pos, Sales Trainer, Apple Channel Sales Team, Apple, Sydney, New South Wales Australia; Chris Meller, Accessibility and Technical Training Lead, Apple, Bangkok, Thailand

The Power of Pediatric Power Mobility

ON-DEMAND

LENGTH: 1 hour

You've heard from the experts, but how do you really get started doing power mobility trials in your school district or clinic? This can seem to be a daunting undertaking in any setting. Optimal access for children cannot be determined in one visit to a wheelchair clinic; children need the opportunity to experiment with movement to determine access. We will share our experience starting power mobility programs and how power mobility assists with determining access for AAC and environmental controls. The course will cover seating, integrating access into authentic learning opportunities, power chair considerations and alternative access methods. Vendor support with loaner equipment, advocating for students at the state level and what to consider when writing the letter of medical necessity will be addressed.

Cheryl Davis, Physical Therapist, Olympic Educational Service District 114, Poulsbo, WA; Heidi Brislin, Occupational Therapist, Assistive Technology Specialist, Consultant, Heidi Brislin OT Consulting, PLLC, Kingston, WA.

RESEARCH

Can AT Support Engagement in Higher Education? There are Apps for that - BEST Suite and Notability!

LIVE VIRTUAL

LENGTH: 1 hour

DATE & TIME (CDT)

October 12

1:30 pm - 2:30 pm

This session will demonstrate how two apps (1 - BEST Suite-© <https://bestconnections.org/best-suite-app/>) and 2 - Notability-© <https://www.gingerlabs.com/>) with features focused on self-regulation, time-management, and note-taking skills were utilized and customized for higher education (HE) students with and without disabilities. Our session will summarize the evidence generated by our mixed methods research to support the need for AT paired with customized supports for HE students. Participants will gain an appreciation for the need for AT in HE as well as collaborative interprofessional supports for students beyond K-12.

Julia Zasso, Occupational Therapy Student, Level 1 Fieldwork Student, Dominican University of California, San Anselmo, CA; Tamera McNeil, Occupational Therapy Student, Level 1 Fieldwork Student, Dominican University of California, Hercules, CA; Melanie Barillas, Occupational Therapy Student, Level 1 Fieldwork Student, Dominican University of California, Palos Verdes Estates, CA; Esmeralda Cortez, Occupational Therapy Student, Level 1 Fieldwork Student, Dominican University of California, Santa Rosa, CA; Geneen Samaniego, Occupational Therapy Student, Level 1 Fieldwork Student, Dominican University of California, Vallejo, CA; Laura Greiss Hess, Assistant Professor, Dominican University of California, San Rafael, CA.

Globalizing Spokelt: A Cleft Speech Therapy

ON-DEMAND

LENGTH: 1 hour

In a survey conducted by Smile Train, a global nonprofit that has provided more than 1.5 million cleft surgeries across 90+ countries, 510 partner cleft teams from across 64 countries reported that 89% of their cleft patient population experiences gaps in their speech therapy due to lack of access to providers, transportation, costs, and more. In this session, participants will learn how a partnership between Smile Train and University of California Santa Cruz is leveraging novel technologies and games to develop scalable speech therapy solutions that can support children who do not currently have access to speech therapy. Using Smile Train's data, UCSC has developed innovative machine learning models and speech recognition systems capable of diagnosing speech errors in a real-time game keeping

children motivated to practice their speech. Participants will experience a live demo of one of the game's, Spokelt, and hear about the implications for future telehealth systems made possible by the partnership. Participants will learn about the co-design of Spokelt, the therapies it supports, and how the partnership influenced its development.

Jared Duval, Spokelt, Creator Creative Strategies for Designing Interactive Media, Instructor Accessible Games, Instructor User Experience for Interactive Media, Instructor UC San Diego, Research Staff Seven Hills Foundation, Respite Nurse Western New England University, Developer and Technician, University of California Santa Cruz, Santa Cruz, CA; Pamela Sheeran, Vice President, Smile Train, New York, NY.

Preparing Students to Use AT in Postsecondary Settings

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

What's new with Quality Indicators for Assistive Technology in Post-Secondary Education? This presentation will provide a sneak preview of new research and a new curriculum development project. The QIAT-PS project (qiat-ps.org) was modeled on the success of QIAT for K12 and is funded by the Great Lakes ADA Center under a grant from NIDILRR. Learn about 39 indicators of self-determination related to AT use and acquisition by students in postsecondary education and how these indicators are being used to develop a curriculum to teach high school and transition-age students to self-advocate for AT before they leave K12. *Daniel Cochrane, Clinical Instructor, Director of QIAT-PS Project for Great Lakes ADA Center, University of Illinois Chicago, Chicago, IL.*

Special Education Technology Research You Can Use

ON-DEMAND

LENGTH: 1 hour

Whereas the need for research is frequently discussed, it is not clear that educators and assistive technology professionals have time to locate relevant research to guide their special education technology practices. The purpose of this session is to facilitate access to the special education technology research

base by helping participants know where to look for research and how to assess the quality of research evidence. However, while the ability to access the research knowledge base is a necessary skill, it is not sufficient for improving professional practice or decision-making. As a result, participants will be provided with print and digital materials for applying research-based principles and practices found in the special education technology research literature to classroom practice.

Dave Edyburn, Senior Research Scientist and Professor Emeritus, University of Wisconsin - Milwaukee, Normal, IL.

TRANSITION, EMPLOYMENT & VOCATIONAL REHAB

Building Employable Skills in an Evolving Workforce

ON-DEMAND

COMPANY AFFILIATED: Microsoft

LENGTH: 1 hour

We will discuss the impacts of the pandemic seen worldwide on learning, work, and life. We will make connections to how we set up our students to navigate this evolving world, and connect the available technologies, free courses, and assets available to support employer initiatives to create an inclusive and diverse workforce.

Joe Brazier, Worldwide Business Strategy Manager, K12 Education, Microsoft, Redmond, WA.

Transition Community-Based Teaching

ON-DEMAND

COMPANY AFFILIATED: 2021 Exhibitor Session

LENGTH: 1 hour

I will become familiar with examples of transition curricula and web-based learning to support employment outcomes for my students. I will learn more about the five activities in Pre-Employment Transition Services, community-based learning, free web-based resources, teaching daily living skills and soft skills to be successful in employment, and skills for the student to travel around their community. I will see examples of curricula that will include Pre-ETS, Stepping Out into the Community, UPGRADE to teach soft skills, and Job Skills Stories that cover key transition skills.

Janet Estervig, Director of Curriculum and Training, Attainment Company, Verona, WI.

You Can't Take Your Case Manager With You

ON-DEMAND

LENGTH: 1 hour

We all work so hard to do our best for students, though one day they will graduate and leave us. What can we do to best prepare them for transition? This webinar is a discussion of some of the differences between school and life after graduation (IDEA vs. ADA), some of the IEP pieces we have a duty to complete (Indicator 13), and many resources which are there to help us bring our students closer to independence. This all leads to the tool of the QIAT-PS which can help you start meaningful discussions about the role Assistive Technology will play when that final graduation comes. Currently a team is working on a curriculum to help teams at the high school level better prepare students for this transition for greater success with their goals!

Sayard Bass, AT Coordinator, SWCCCASE, Oak Forest, IL