Title: Meet Your AIM Initiatives FREE with Dolphin's EasyConverter Express and EasyReader Apps Lead Presenter: Mary Jo Barry

CE Code: 71462

CE Type: x IACET  x ASHA  x PT  □ ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 205

Description: Dolphin's Free EasyConverter Express App, EasyConverter and Free EasyReader App are the perfect solution for Accessible Materials Teams within K-12 Education and Enterprise Organizations. Learn how to set up a low-cost system for converting and distributing accessible materials in your setting.

Objectives:

G. Explore two AT implementation strategies.
N. Identify one strategy to support students with visual impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the EasyReader and EasyConverter Express and/or EasyReader and EasyConverter Express

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Mary Jo Barry

Lead Presenter Bio: Mary Jo Barry is a marketing consultant for Dolphin Computer Access and a 20-year assistive technology professional. Mary Jo has a Bachelor’s in Education and has spent the majority of her career after teaching working as part of product development and marketing teams for companies producing products for people with varying disabilities. Ms. Barry is an author of curriculum, international speaker and trainer. Mary Jo works out of her home office near Phoenix, Arizona.

Lead Presenter Financial Disclosures: I am a contractor for Dolphin Computer Access.

Lead Presenter Non-Financial Disclosures: None
Title: Affordable, Portable, Speech Supported Magnification and Screen Reading for EVERY Setting  
Lead Presenter: Mary Jo Barry

**Description:** No matter the exact nature of your role or responsibility, if you’re an assessor making a recommendation, or in charge of providing students or adults with visual impairments an accommodation, SuperNova is the perfect solution for your setting. SuperNova has become the premiere brand of speech supported magnification and screen-reading and it’s available in three different configurations; magnification only, magnification with speech and as a full screen reader. In this hands-on lab, we’ll cover all three. You'll also learn how to use the SuperNova pen to do assessments!

**Objectives:**

N. Identify one strategy to support students with visual impairments.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the SuperNova and/or SuperNova

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Mary Jo Barry

**Lead Presenter Bio:** Mary Jo Barry is a marketing consultant for Dolphin Computer Access and a 20-year assistive technology professional. Mary Jo has a Bachelor’s in Education and has spent the majority of her career after teaching working as part of product development and marketing teams for companies producing products for people with varying disabilities. Ms. Barry is an author of curriculum, international speaker and trainer. Mary Jo works out of her home office near Phoenix, Arizona.

**Lead Presenter Financial Disclosures:** I am a contracted employee for Dolphin Computer Access

**Lead Presenter Non-Financial Disclosures:** None
Title: How to Help

Lead Presenter: Jill Beall

CE Type:  X IACET  X ASHA  X PT  □ ACVREP

6/20/2019  3:00-4:30  Session: G  Room: 203

Description: Despite the best intentions of dedicated teachers, communication devices continue to be unavailable to children with complex needs. Failed attempts to implement AAC discourage on-going efforts of all involved. Learn evidence-based strategies for successfully implementing AAC and improve your skills to become an effective communication partner.

Objectives:
D. Describe one generalized model of AAC delivery.
G. Explore two AT implementation strategies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Jill Beall

Lead Presenter Bio: Jill Beall, M.Ed., ATP, has worked with assistive technology (AT) since 1986. Her experiences include implementing AT as a PPCD teacher, serving 14 years as an AT service provider for nine rural school districts, and providing training and consultation as an AT Specialist for Region 7 Education Service Center for 15 years. Her knowledge and experience covers all aspects of assistive technology, but an area of sincere interest is the implementation of AAC.

Lead Presenter Financial Disclosures: I receive a salary from Region 7 ESC.

Lead Presenter Non-Financial Disclosures: None
Title: Bookshare Wants YOU to Provide FREE Accessible Text to Your Students!

Lead Presenter: Karen Beard

CE Type:  X  IACET  X  ASHA  X  PT  X  ACVREP  6/20/2019  10:10-11:10  Session:  D  Room:  207

Description: Ebooks are a preferred reading medium for many students, but for those who read differently e-reading can be daunting and exhausting. Learn how to provide access to learning and leisure materials to students with Bookshare! Bookshare is an online library of accessible ebooks and is FREE for students who read differently. Students have access to over 700,000 titles and read on technology that works for them.

Objectives:
K. Describe one strategy to support student engagement and participation.
N. Identify one strategy to support students with visual impairments.
G. Explore two AT implementation strategies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or Bookshare: An accessible online library, free for students who read differently.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Karen Beard

Lead Presenter Bio: Karen has been an Outreach Coordinator for Bookshare’s Accessible Books for Texas program for 6 years after 35 years as a Special Educator, training educators to use Bookshare as a resource for students who read differently.

Lead Presenter Financial Disclosures: Employed by Bookshare/Benetech

Lead Presenter Non-Financial Disclosures: None
# The Power of Student-Led Tech Crews

**Lead Presenter:** Dana Blackaby

<table>
<thead>
<tr>
<th>CE Type:</th>
<th>IACET</th>
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**Date:** 6/20/2019  
**Session:** E  
**Room:** 101

## Description:
The Student-Led Tech Crew, made up of students with dyslexia ages 9 to 17, have become confident public speakers and presenters. They travel around our district sharing their AT toolboxes with other students and teachers. They demonstrate their skill in an engaging way that sparks others to utilize AT in their classrooms.

## Objectives:

K. Describe one strategy to support student engagement and participation.

L. Design one aspect of professional development for public school personnel.

B. Describe two successful strategies for literacy learning for students with disabilities.

## HIPAA Requirements:
To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By clicking "YES", presenters certified that they are in compliance with these policies.

**YES**

## Patent and/or Exclusive product or program statements:
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Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

## Presenter Disclosures:

**Lead Presenter:** Dana Blackaby

**Lead Presenter Bio:** Dana Blackaby is a dyslexia specialist whose goal is to empower students by instilling confidence, skills, and hope in students with learning differences. Dana's students have finished in the top 10 in two nationwide reading competitions and have been featured in multiple news outlets via newspapers, Twitter, Facebook, and the Dallas–Fort Worth ABC affiliate, WFAA. In addition, several of her students are a part of a Student-Led Tech Crew that travels from school to school providing training on assistive technology for teachers and administrators in their district. Dana holds a master's degree in education.

**Lead Presenter Financial Disclosures:** Employed by Burelson ISD.

**Lead Presenter Non-Financial Disclosures:** None
Co-Presenter 1: Tonya Harden

Co-Presenter 1 Bio: Tonya Harden has been an assistive technology team lead for the past ten years. Her focus is to guide the team on the availability of Assistive Technology. In addition, she manages the evaluation process for the district. She has been an Orientation and Mobility Specialist for 25 years and with Burleson ISD for the past 15 years.

Co-Presenter 1 Financial Disclosures: Employed by Burleson ISD.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures: None

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Prepare Students With Accommodations for STAAR Online - Come See How Kurzweil Can Help!

Lead Presenter: Alex Brookins

CE Type:  IACET  ASHA  PT

Description: Schools who need to get students ready for STAAR should be using similar accommodations during the school year with benchmarks and day-to-day tests to familiarize students with similar tools. Import anything into Kurzweil and gain access to many of the same accommodations students will receive with STAAR Online.

Objectives:
F. Identify two inclusion strategies for individuals who use technology.
I. Identify two effective transition strategies for students using AT.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or Kurzweil Education products

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Alex Brookins

Lead Presenter Bio: Alex has worked with Kurzweil Education and school districts around the state since 2016.

Lead Presenter Financial Disclosures: Employed by Audio Optical Systems.

Lead Presenter Non-Financial Disclosures: None
Title: Prepare Students With Accommodations for STAAR Online - Come See How Kurzweil Can Help!

Lead Presenter: Alex Brookins

Co-Presenter 1: Stephanie Ingham

Co-Presenter 1 Bio: Stephanie Ingham is President of Kurzweil Education - Audio Optical Systems of Austin, Inc.

Co-Presenter 1 Financial Disclosures: Employed by Audio Optical Systems

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: ACCESS FOR ALL: Using Microsoft Tools and Accessibility Features to Implement Reading Accommodations

Lead Presenter: Sherith Butters

CE Type: X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  10:10-11:10  Session: D  Room: 203

Description: The use of One Note, One Note Class Notebook, Microsoft AI, Office Lens, and Learning Tools will be explored.

Objectives:

F. Identify two inclusion strategies for individuals who use technology.
B. Describe two successful strategies for literacy learning for students with disabilities.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:
Lead Presenter: Sherith Butters

Lead Presenter Bio: Sherith Butters is currently the program specialist for assistive technology in a large suburban school district. She has been on the assistive technology team since 2000. Prior to becoming an AT specialist, Sherith supported students with significant cognitive impairments in a combination of Life Skills and General Education classrooms.

Lead Presenter Financial Disclosures: Employed by For Bend ISD.

Lead Presenter Non-Financial Disclosures: None
Title: True Confessions Of An AAC Parent

Lead Presenter: Caitlin Calder

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 203

Description: Caitlin Calder's daughter has been using a speech device for the past 9 years. Caitlin is also graduating with her master's degree in speech-language pathology in 5/2019. This presentation will discuss some of the roadblocks her family faced including rejection of the device by her child and not knowing how to implement the device at home. With the unique perspective of a parent facilitator and a future SLP graduate student, she will offer evidence-based solutions that professionals can offer to help families overcome some common barriers.

Objectives:

A. Define one process of evidence-based practice.
J. Formulate two strategies for parent involvement/support/training.
L. Design one aspect of professional development for public school personnel.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Caitlin Calder

Lead Presenter Bio: Caitlin Calder has been using AAC with her daughter for the past 12 years. She is also completing her graduate degree in 5/2019 to become a speech-language pathologist. She is passionate about supporting AAC facilitators and draws on her experiences as a parent of an AAC user as well as a (future) SLP.

Lead Presenter Financial Disclosures: None

Lead Presenter Non-Financial Disclosures: None
Title: Making Math Accessible and the Emergent Math Learner

Lead Presenter: Mark Coppin

Description: Finding solutions for students who are beginning to learn basic math concepts can be difficult. This can be even more difficult for students with access issues. This session will cover solutions for access as well as a variety of apps that support emergent math skills.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
G. Explore two AT implementation strategies.
H. Examine one AT evaluation and assessment strategy.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Mark Coppin

Lead Presenter Bio: Mark Coppin is a RESNA certified Assistive Technology Professional. He has over 33 years experience in the field of assistive technology. He has presented at workshops at a local, state, regional, national and international level.

Lead Presenter Financial Disclosures: Receiving a speaker fee.

Lead Presenter Non-Financial Disclosures: None
Title: Caption This! Caption That!

Lead Presenter: Mark Coppin

**CE Type:**  X IACET  X ASHA  X PT  □ ACVREP  6/19/2019  8:30-11:30  Session: A  Room: 202

**Description:** Captioning is not only a good idea but essential for many of our students. Captioning is not as difficult as you might think. This session will cover the basics of captioning as well as a range of solutions from easy captioning solutions to more advanced applications. Start captioning today!

**Objectives:**

B. Describe two successful strategies for literacy learning for students with disabilities.
F. Identify two inclusion strategies for individuals who use technology.
G. Explore two AT implementation strategies.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **None** and/or **None**

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Mark Coppin

**Lead Presenter Bio:** Mark Coppin is an independent consultant and is a RESNA certified Assistive Technology Professional with over 34 years of experience in the field of assistive technology. Mark has presented at local, state, regional, national and international conferences. Mark has a bachelors degree in special education, a bachelors degree in speech communication and a masters in educational technology and media design.

**Lead Presenter Financial Disclosures:** Receiving a speaker fee.

**Lead Presenter Non-Financial Disclosures:** None
Title: Involving Classroom Teachers and Paraprofessionals in AAC Implementation

Lead Presenter: Beth Darbe

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  8:30-9:30  Session: C  Room: 103

Description: This session will explore involving classroom teachers and paraprofessionals in LIP classrooms in the use of various AAC systems in the classroom environment.

Objectives:

D. Describe one generalized model of AAC delivery.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Beth Darbe

Lead Presenter Bio: I am Speech Language Pathologist employed by Tomball ISD. I have 15 years of experience working with students in public schools and private clinics. I work with many students with complex communication needs who are served in LIP classrooms. I have an interest in involving teachers and paraprofessionals in AAC implementation strategies.

Lead Presenter Financial Disclosures: Employed by Tomball ISD.

Lead Presenter Non-Financial Disclosures: None
Title: AAC by the Numbers

Lead Presenter: **Nicole Dupre**

**CE Type:**  
- IACET  
- ASHA  
- PT  
- ACVREP

**6/20/2019 10:10-11:10**  
**Session: D  Room: 101**

**Description:** Developing AAC services in public schools is challenging. To determine how to increase the effectiveness of service delivery, it is important to examine the data. SBISD has developed a districtwide AAC database to drive change in service delivery by identifying trends. The data will guide decision making for procedures, evaluation, implementation and professional development.

### Objectives:

L. Design one aspect of professional development for public school personnel.  
A. Define one process of evidence-based practice.  
D. Describe one generalized model of AAC delivery.

### HIPAA Requirements:

To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **None** and/or **None**

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Nicole Dupre

**Lead Presenter Bio:** Nicole is a speech language pathologist serving on the Assistive Technology Team in Spring Branch ISD. She has worked in the public schools in Texas since 2000. Nicole is currently the coordinator for the ASHA Special Interest Group 12 (AAC) and a founding board member for specialty certification in AAC (BSC-AAC).

**Lead Presenter Financial Disclosures:** I work for Spring Branch Independent School District

**Lead Presenter Non-Financial Disclosures:** I am the Chair of the ASHA SIG 12 Coordinating Committee.
Title: Exploring the Possibilities of PRC access options: Look and NuPoint

Lead Presenter: Chelsea Ezell

CE Type:  X  IACET  X  ASHA  X  PT  □  ACVREP  6/20/2019  1:20-2:50  Session: F  Room: 206

Description: There are many individuals who can access AAC with the touch of a finger. However, there are also a significant number of people with more complex physical disabilities that require an alternative to touching a screen. This class will give participants an overview of access method options in AAC. Using case studies, the following access methods will be reviewed: NuPoint (cursor is controlled by head movement) and Look (cursor is controlled by eye gaze). Through demonstration, videos, and audience participation attendees will learn about vocabulary, hardware, and software considerations when setting up an alternative access method for an individual.

Objectives:

D. Describe one generalized model of AAC delivery.
E. Appraise one advance in emerging assistive technologies.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the Look and NuPoint and/or Accent 1000/1400 with Look and NuPoint

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Chelsea Ezell

Lead Presenter Bio: Chelsea completed her Master's Degree in Communication Sciences and Disorder from the University of Houston. She has worked in the field of assistive technology and augmentative/alternative communication her entire career, serving children and adults who use communication devices. Prior to joining PRC, Chelsea worked in the public schools and on a multidisciplinary team at a pediatric outpatient clinic. She has extensive experience providing training and technical support to clinicians, teachers, and families of device users.

Lead Presenter Financial Disclosures: Salaried employee of PRC.

Lead Presenter Non-Financial Disclosures: I am a member of ASHA and SIG 12.
Title: Give Them A Voice: Assistive Technology with Meaning

Lead Presenter: LeeAnn Flores

CE Code: 62675

Description: Are your non-verbal students acting out? Not having a mode of communication can be frustrating. We have a few AT tricks up our sleeves that you can begin using today. Let us share communication tool ideas with you! Join PPCD teachers, LeeAnn Flores and Kristin Nguyen for some fresh ideas for your students and yourself!

Objectives:

D. Describe one generalized model of AAC delivery.
G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: LeeAnn Flores

Lead Presenter Bio: Ms. Flores has a Masters degree in Multicultural Urban Special Education from The University of St. Thomas. She is currently working on her BCBA certification through Texas Tech University. Ms. Flores enjoys her position as a Kindergarten PPCD & Inclusion teacher at Dr. Shirley J. Williamson Elementary in Galena Park ISD. She is a member of the GPISD Assistive Technology Team.

Lead Presenter Financial Disclosures: Employed by Galena Park ISD.

Lead Presenter Non-Financial Disclosures: None
Co-Presenter 1: Kristin Nguyen

Co-Presenter 1 Bio: Mrs. Nguyen is the PPCD/Co-Teach teacher at Dr. Shirley J. Williamson Elementary in Galena Park ISD, and a member of the district AT team.

Co-Presenter 1 Financial Disclosures: Employed by Galena Park ISD

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Implementing Communication for English and Bilingual Communicators

Lead Presenter: Jessica Flores

CE Code: 76209

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  8:30-9:30  Session: C  Room: 201

Description: As a Bilingual Speech-Language Pathologist, I am sharing successful communication strategies to improve functional and classroom communication.

Objectives:

D. Describe one generalized model of AAC delivery.
G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Jessica Flores

Lead Presenter Bio: Jessica Flores is a Bilingual Speech-Language Pathologist employed in an educational setting. She received her master’s degree from the University of Central Arkansas. She is passionate about AAC to improve functional and educational communication for English and Spanish communicators.

Lead Presenter Financial Disclosures: Employed by Deer Park ISD

Lead Presenter Non-Financial Disclosures: None
Title: Student Data Privacy & Assistive Technologies

Lead Presenter: Kelly Fonner

**Objectives:**

A. Define one process of evidence-based practice.
G. Explore two AT implementation strategies.
H. Examine one AT evaluation and assessment strategy.
L. Design one aspect of professional development for public school personnel.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Kelly Fonner

**Lead Presenter Bio:** Kelly has been a teacher, para-educator, instructional media specialist, assistive technology specialist in early education, school & university settings. In addition to her positions in direct instruction with students, she has been in consulting positions for a statewide AT project, federal AAC & AT grants at universities & has been an instructor in university courses.

**Lead Presenter Financial Disclosures:** Private Consultant, Receiving a speaker fee for this conference.

**Lead Presenter Non-Financial Disclosures:** None
Title: Accessible On-line and Modified Curriculum for Students with Significant, Multiple Disabilities

Lead Presenter: Kelly Fonner

Description: For students with Significant Intellectual Disabilities who also have Physical and or Complex Communication Needs, the classroom has had a multitude of barriers from learning. With AEM, AAC and other Assistive Technologies available, educators have often hodge-podged together opportunities for “participation”. Several publishers and manufacturers have been creating universally designed curriculum from the ground up approach and those options are those that we will explore in this time together.

Objectives:
K. Describe one strategy to support student engagement and participation.
G. Explore two AT implementation strategies.
F. Identify two inclusion strategies for individuals who use technology.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Kelly Fonner

Lead Presenter Bio: Kelly has been a teacher, para-educator, instructional media specialist, assistive technology specialist in early education, school & university settings. In addition to her positions in direct instruction with students, she has been in consulting positions for a statewide AT project, federal AAC & AT grants at universities & has been an instructor in university courses.

Lead Presenter Financial Disclosures: Private Consultant, Receiving a speaker fee for this conference.

Lead Presenter Non-Financial Disclosures: for some of the products that will be demonstrated, I am a contracted trainer. I am not being paid to present those products at TATN and i will be demonstrating products that are NOT made by the companies that subcontract me for full day inservice training.
Title: Using Alphabet Books in AAC & Literacy Instruction - Electronic Make & Take

Lead Presenter: Kelly Fonner

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/19/2019  8:30-11:30  Session: A  Room: 207

Description: There are lots of Alphabet books to cover many interest areas and age ranges. A wide variety of students can relate to them, create custom ones, sing them, sign them, and repeat them over & over again. ABC books connect literacy to communication & give us a purpose to chat. These books are what teacher start lessons with, a child reads to themselves, or a parent sits down & reads to their child. Join us to explore websites and apps so that you can be using more ABCs in your AAC!

Objectives:

B. Describe two successful strategies for literacy learning for students with disabilities.
D. Describe one generalized model of AAC delivery.
G. Explore two AT implementation strategies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies.  YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Kelly Fonner

Lead Presenter Bio: Kelly has been a teacher, para-educator, instructional media specialist, assistive technology specialist in early education, school & university settings. In addition to her positions in direct instruction with students, she has been in consulting positions for a statewide AT project, federal AAC & AT grants at universities & has been an instructor in university courses.

Lead Presenter Financial Disclosures: Private Consultant, Receiving a speaker fee for this conference.

Lead Presenter Non-Financial Disclosures: for some of the literacy and AAC products to be demonstrated, I am a certified presenter. I am not getting paid by any of those companies for this presentation. There will be many literacy and AAC products demonstrated for which I am not a contracted inservice presenter.
Title: TechTalk: Using Apps to Transform Transition

Lead Presenter: Amy Fuchs

CE Type: X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  8:30-9:30  Session: C  Room: 202

Description: This presentation will include a demonstration of apps that we have found beneficial for transition age youth as well as an overview of the recently launched transition website, TexasYouth2Adult.com.

Objectives:
I. Identify two effective transition strategies for students using AT.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Amy Fuchs

Lead Presenter Bio: Amy Fuchs is the Program Coordinator for BridgingApps, a program of Easter Seals Greater Houston. She holds a BA in Psychology and an M.Ed. in Early Childhood Special Education from Auburn University as well as a current Texas teaching certificate. She taught in public elementary schools for 13 years in a variety of classrooms including resource, co-teach, inclusion, and adaptive behavior settings. She co-founded an advocacy group with a speech pathologist in 2016 with the primary focus on educating and empowering parents to be their own advocates.

Lead Presenter Financial Disclosures: One of the tools (TY2A) that BridgingApps will be presenting on is funded by Health and Human Services of the State of Texas.

Lead Presenter Non-Financial Disclosures: This presenter is also a co-founder of an advocacy group that serves families primarily in the Katy area, however she is presenting this topic (TechTalk) as the Program Coordinator of BridgingApps of Easter Seals Greater Houston.
Title: Intentional design-Developing accessible instructional materials

Lead Presenter: Eileen Garza

CE Type: X IACET X ASHA X PT □ ACVREP 6/20/2019 1:20-2:50 Session: F Room: 105 (AT)

Description: This program will walk providers through the process of developing accessible instructional materials using mainstream products (e.g. Word, Google Docs, YouTube) to meet the needs of students and the public when utilizing district resources.

Objectives:
L. Design one aspect of professional development for public school personnel.
K. Describe one strategy to support student engagement and participation.
J. Formulate two strategies for parent involvement/support/training.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Eileen Garza

Lead Presenter Bio: Eileen Garza is an occupational therapist who has been working in the area of assistive technology for 30 years. Eileen has embraced universal design for learning as a means for ensuring that all students have access to their learning materials. She completed her PhD in occupational therapy investigating how occupational therapists could support meaningful inclusion of students with disabilities by impacting the general educator back in 1998 and has continued to pursue and provide educational opportunities at the local, state and national level.

Lead Presenter Financial Disclosures: Private Consultant, Tomball ISD employee

Lead Presenter Non-Financial Disclosures: None
Title: Using Aided Language Stimulation to Promote Literacy (repeat from session A)

Lead Presenter: Carol Goossens’

### Description:
Aided language stimulation (ALgS) is a strategy used to inundate students with seeing their symbol set being used frequently and interactively throughout the school day. Both 'scripted' and 'unscripted' ALgS will be discussed with an emphasis of developing school-wide systems that nurture interdisciplinary collaboration. Numerous videotapes will be shared.

### Objectives:
1. Describe one strategy to support student engagement and participation.
2. Describe one generalized model of AAC delivery.

### HIPAA Requirements:
To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

### Presenter Disclosures:
**Lead Presenter: Carol Goossens’**

**Lead Presenter Bio:** Dr. Carol Goossens’ is a speech-language pathologist and special educator currently in private practice in New York City. In the past 30 years she has worked collaboratively with over 200 classrooms serving a broad spectrum of children with special needs. Dr. Goossens’ has presented extensively both nationally and internationally. She has co-authored eleven clinical books regarding her work in the area of Augmentative and Alternative Communication and is known for her ability to provide successful, classroom-based strategies.

**Lead Presenter Financial Disclosures:** Receiving a Speaker Fee.

**Lead Presenter Non-Financial Disclosures:** None
Title: Using Aided Language Stimulation to Promote Literacy (will be repeated in session B)

Lead Presenter: Carol Goossens’

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Description: Aided language stimulation (ALgS) is a strategy used to inundate students with seeing their symbol set being used frequently and interactively throughout the school day. Both ‘scripted’ and ‘unscripted’ ALgS will be discussed with an emphasis of developing school-wide systems that nurture interdisciplinary collaboration. Numerous videotapes will be shared.

Objectives:

D. Describe one generalized model of AAC delivery.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies.

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Carol Goossens’

Lead Presenter Bio: Dr. Carol Goossens’ is a speech-language pathologist and special educator currently in private practice in New York City. In the past 30 years she has worked collaboratively with over 200 classrooms serving a broad spectrum of children with special needs. Dr. Goossens’ has presented extensively both nationally and internationally. She has co-authored eleven clinical books regarding her work in the area of Augmentative and Alternative Communication and is known for her ability to provide successful, classroom-based strategies.

Lead Presenter Financial Disclosures: Receiving a speaker fee.

Lead Presenter Non-Financial Disclosures: None
Title: Behavior: Misconception or Interpretation - Sensory Based Program to Increase Time on Task and Classroom Performance

Lead Presenter: Charlotte Greineisen

CE Type: IACET ASHA PT ACVREP 6/20/2019 3:00-4:30 Session: G Room: 101

Description: Classroom disruption, off task behavior, hyperactivity, non-compliance causes instructional downtime. This session describes how sensory processing disorder can affect off task behavior and classroom performance. Provides simple movement activities, assistive technology tools and techniques that help sensitize the central nervous system to enhance on task behavior and classroom performance.

Objectives:
A. Define one process of evidence-based practice.
B. Describe two successful strategies for literacy learning for students with disabilities.
F. Identify two inclusion strategies for individuals who use technology.
K. Describe one strategy to support student engagement and participation.
L. Design one aspect of professional development for public school personnel.
C. List two successful strategies for seating position and mobility.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Charlotte Greineisen

Lead Presenter Bio: Charlotte Greineisen, EdS
Charlotte has 30+ years in special education in public school system from early intervention to post-secondary. Her education mission is to make curriculum accessible to all learners and help educators be proactive in creating access for these students. Her true desire is to bring whole brain learning and movement into the classroom and provide educators fun, simple and proven techniques that increase time on task, decrease behavior, and help each child be a self-advocate for their needs.

Lead Presenter Financial Disclosures: Employed by Liberty ISD

Lead Presenter Non-Financial Disclosures: None
Co-Presenter 1: Robert Greineisen

Co-Presenter 1 Bio: Robert is an education consultant that has 20 years of educational experience in the field of special education. His experience includes both elementary and secondary levels with a speciality in behavior. His education mission is to increase access to curriculum through improvement of instructional methods and access to students.

Co-Presenter 1 Financial Disclosures: Private Consultant.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: In Their Shoes - Simulations

Lead Presenter: Torian Hathaway

**CE Type:**
- X IACET
- X ASHA
- X PT
- □ ACVREP

6/20/2019 1:20-2:50

**Session:** F  
**Room:** 203

**Description:** What's it like to have a physical or cognitive disability? In this hands-on presentation, you will experience some of the challenges students with physical and cognitive disabilities have to overcome. Then, we will discuss some solutions to help these students participate and communicate in the classroom.

**Objectives:**

- D. Describe one generalized model of AAC delivery.
- F. Identify two inclusion strategies for individuals who use technology.
- G. Explore two AT implementation strategies.

**HIPAA Requirements:**

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**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **None** and/or **None**

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Torian Hathaway

**Lead Presenter Bio:** Torian Hathaway graduated from Stephen F. Austin State University with her Bachelor or Science degree in Communication Sciences and Disorders. Before becoming the AT Manager for Wayne D. Boshears Center for Exceptional Programs, she worked as a SLP-Assistant. Assistive Technology has always been Torian’s passion as well as helping people communicate.

**Lead Presenter Financial Disclosures:** Employed by Tyler ISD.

**Lead Presenter Non-Financial Disclosures:** None
Title: In Their Shoes - Simulations

Lead Presenter: Torian Hathaway

Co-Presenter 1: Kimberly Lobo

Co-Presenter 1 Bio: Kimberly Lobo became passionate about alternative communication at a young age and has worked with the special needs population for about 20 years. She has spent the past 6 years working in the AT department of the Wayne D. Boshears Center for Exceptional Programs.

Co-Presenter 1 Financial Disclosures: Employed by Tyler ISD.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: OATECA Functional Skills Assessment and Curriculum

Lead Presenter: Sheryl Hazelbaker

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  1:20-2:50  Session: F  Room: 205

Description: The OATECA Functional Skills Assessment and corresponding Curriculum Activities allow for students with significant disabilities to be assessed in academic, self-help, and job training skills. Once these students' skill deficits are determined through the assessment, then specific interventions are administered and tracked through the curriculum activities.

Objectives:

B. Describe two successful strategies for literacy learning for students with disabilities.

K. Describe one strategy to support student engagement and participation.

A. Define one process of evidence-based practice.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the developers and owners of the Functional Skills and Assessment. and/or OATECA products

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Sheryl Hazelbaker

Lead Presenter Bio: Sheryl Hazelbaker is one of the co-founders of the Oklahoma Assistive Technology and Educational Consulting Associates, Inc. Sheryl holds multiple masters degrees, one of which is a masters in Education from the University of Central Oklahoma. She has taught in public schools and Oklahoma State University as an adjunct professor in the Special Education Department. Sheryl is a retired special education teacher and administrator, with 30 years experience in public education. Sheryl is an ATP.

Lead Presenter Financial Disclosures: Employed by OATECA

Lead Presenter Non-Financial Disclosures: None
Title: OATECA Functional Skills Assessment and Curriculum
Lead Presenter: Sheryl Hazelbaker

Co-Presenter 1: Tiffany Massie
Co-Presenter 1 Bio: Tiffany Massie is one of the co-founders of the Oklahoma Assistive Technology and Educational Consulting Associates, Inc. Tiffany obtained her bachelor's degree in Speech-Language Pathology from the University of Science and Arts of Oklahoma. Tiffany has over 20 years experience teaching students with disabilities. Tiffany is an ATP.

Co-Presenter 1 Financial Disclosures: Employed by OATECA
Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None
Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:
Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None
Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:
Co-Presenter 3 Non-Financial Disclosures:
Title: Customize curriculum/tests into accessible UDL format for all learning styles using Kurzweil 3000

Lead Presenter: Stephanie Ingham

Objectives:
K. Describe one strategy to support student engagement and participation.
B. Describe two successful strategies for literacy learning for students with disabilities.
F. Identify two inclusion strategies for individuals who use technology.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. 

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the Kurzweil and/or Kurzweil

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Lead Presenter: Stephanie Ingham

Lead Presenter Bio: Stephanie Ingham been with family business Audio Optical Systems and has been training schools on Kurzweil since 2001. We are one of 17 members on Kurzweil’s product development advisory committee.

Lead Presenter Financial Disclosures: Employed by Audio Optical Systems.

Lead Presenter Non-Financial Disclosures: None
Co-Presenter 1: Alex Brookins

Co-Presenter 1 Bio: Alex Bookins has been working with Audio Optical Systems of Austin since 2016. He travels Texas showing Kurzweil 3000 and training districts on implementing Kurzweil. Alex also communicates schools ideas on the development of new features into Kurzweil.

Co-Presenter 1 Financial Disclosures: Employed by Audio Optical Systems.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: The Latest Tools and Extensions for Google that Power Learning: Co:Writer

Lead Presenter: Bob Keller

CE Type:  X IACET  X ASHA  X PT  ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 201

Description: Come see Co:Writer's NEW Neuron Prediction—prepare to be amazed! We gave Co:Writer's prediction a heavy dose of artificial intelligence. Now when students start writing about a topic, Co:Writer now automatically understands the topic area and predicts ahead using appropriate vocabulary from the topic. See our new supports for English Language Learners and an introduction to WordBank.

Objectives:
A. Define one process of evidence-based practice.
B. Describe two successful strategies for literacy learning for students with disabilities.
F. Identify two inclusion strategies for individuals who use technology.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the Publisher/Developer CoWriter and/or Yes- Don Johnston Products, CoWriter

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:
Lead Presenter: Bob Keller

Lead Presenter Bio: Bob Keller has a BS Education degree from the University of Wisconsin with a major in Behavioral Disabilities. He strives to provide customers of Don Johnston, Inc with an experience that will enable them to return to a classroom and make a difference in a student's life.

Lead Presenter Financial Disclosures: Employed by Don Johnston

Lead Presenter Non-Financial Disclosures: None
Title: The Legal Framework: Your Fast Lane to Special Education Law

Lead Presenter: Lee Lentz-Edwards

Description: Join us as the Legal Framework moves you to the fast lane for navigating the special education process in a free, user-friendly format accessible from your phone, tablet, or computer. Let us help you navigate the determination process for supplementary aids and services, the special factors concerning assistive technology, as well as the elements of consent required for transfer of AT devices.

Objectives:
K. Describe one strategy to support student engagement and participation.
J. Formulate two strategies for parent involvement/support/training.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Lee Lentz-Edwards

Lead Presenter Bio: Lee Lentz-Edwards B.A., M.B.A., is special education coordinator for ESC 18. She serves as the state lead for the Legal Framework project and has served as a member of their Statewide Leadership Team for the Legal Framework since 2005.

Lead Presenter Financial Disclosures: Employed by Region 18 ESC.

Lead Presenter Non-Financial Disclosures: None
Title: You want me to do WHAT with that thing?

Lead Presenter: Dena Linda

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  8:30-9:30  Session: C  Room: 206

Description: The target audience is SLPs, OTs, teachers and other professionals involved with AAC. A student has been assessed for an AAC system and it is time to put that system into practice. This sessions will provide 2 cases studies on how PISD implemented these AAC systems into the classroom in a systematic way involving all team members. The process will demonstrate the progress the student made over the spring semester.

Objectives:
G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Dena Linda

Lead Presenter Bio: Dena Linda is a speech language pathologist with a focus in AAC with school aged students. She has worked in numerous settings including rehabilitation hospitals, private practice, home health, University of Houston clinic and public school systems. She is a graduate of Northwestern University and is a member of ASHA (Division 12), TSHA, and HACD.

Lead Presenter Financial Disclosures: Employed by Pasadena ISD

Lead Presenter Non-Financial Disclosures: None
Title: Augmented Classroom Communication

Lead Presenter: Cindy Lovelace

CE Type:  
- IACET  
- ASHA  
- PT  
- ACVREP

6/20/2019  10:10-11:10  Session: D  Room: 202

Description: Communication can take many forms. Every adult should be able to communicate with every student. Improved classroom communication leads to better behavior, learning and living.

Objectives:

B. Describe two successful strategies for literacy learning for students with disabilities.
A. Define one process of evidence-based practice.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies.  

YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the STAAR-Alt Helper and/or STAAR-Alt Helper, STAAR-Alt Helper Communication Necklaces, Pictorial Dictionary with Symbolstix. These will be covered but general classroom and whole campus practices will be discussed involving other products and teacher-made materials.

Presenter Disclosures:

Lead Presenter: Cindy Lovelace

Lead Presenter Bio: Cindy Lovelace has 30 years experience working with children and adults with low incidence disabilities. With a Masters of Education from Tarleton University, she worked as a social worker and Life Skills teacher retiring from Ennis ISD. Cindy and Dave Lovelace started STAAR-Alt Helpers in 2010 to help Life Skills teachers teach academics more effectively.

Lead Presenter Financial Disclosures: Cindy Lovelace M.Ed., STAAR-Alt Helper

Disclosure:

Financial: Sole Proprietor of STAAR-Alt Helper, a retail business providing materials and training for teachers of low incidence disabilities.

Lead Presenter Non-Financial Disclosures: I have informed personal preferences as to how children with LID should be taught based on research, experience and training. I have religious personal and professional believes about how children and adults with LID should be treated in the classroom and in general. I have professional beliefs regarding how people in general should be...
Title: STAAR-Alt Helper for the Low Incidence Classroom

Lead Presenter: Cindy Lovelace

CE Type:  X IACET   X ASHA   X PT   □ ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 202

Description: STAAR-Alt Helper supports Special Education Teachers by providing Lesson Plans, Training Materials and, Communication Necklaces

Objectives:
A. Define one process of evidence-based practice.
G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies.  YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or The products produced by STAAR-Alt Helper are copyright as being a sole source of the products. Products were created by Cindy Lovelace and are only available for purchase from Cindy Lovelace.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and

Presenter Disclosures:

Lead Presenter: Cindy Lovelace

Lead Presenter Bio: Cindy Lovelace M.Ed. is a retired Special Education teacher, and STAAR-Alt Coordinator from Ennis ISD. She has worked for 30 years with the low incidence population. She created STAAR-Alt Helpers beginning in 2010 to give teachers the tools for STAAR Alternate Tasks. After retirement, she started training special education teachers and created a Helper to provide lesson plans and materials to teach the Prerequisite skills. This family business provides practical support for Special Education Teachers.

Lead Presenter Financial Disclosures: Owner STAAR-Alt Helper.

Lead Presenter Non-Financial Disclosures: None
Title: "Write" On! A Continuum of Writing Supports for All

Lead Presenter: Stacy McBain

Description: Writing can be a challenge for many students, causing endless frustration for them. Come learn about tools and strategies to help struggling writers of all ages. From no-tech to high tech supports, we will find the "write stuff" to help students in their writing experiences. Both motor aspects and composition will be discussed.

Objectives:

K. Describe one strategy to support student engagement and participation.
G. Explore two AT implementation strategies.
B. Describe two successful strategies for literacy learning for students with disabilities.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Stacy McBain

Lead Presenter Bio: Stacy McBain earned her degree from The University of Washington in Speech and Hearing Sciences and is certified by RESNA as an Assistive Technology Professional. She works for Loudoun County Public Schools in Northern Virginia as a Specialized Instructional Facilitator for Assistive Technology and has nearly 20 years of experience in the public school setting. She has presented at the local, state, and national level in all areas of Assistive Technology.

Lead Presenter Financial Disclosures: I receive a salary from Loudoun County Public Schools, I receive a speaking fee from TATN as a conference presenter

Lead Presenter Non-Financial Disclosures: None
Title: InCOREporATing Literacy & Play = Participation for All!

Lead Presenter: Stacy McBain

CE Type: X IACET X ASHA X PT □ ACVREP  6/19/2019  8:30-11:30 Session: A Room: 104

Description: Come play with books. Embracing UDL, this workshop will highlight tools and strategies for providing creative ways to interact with literature through “LitKits,” and inCOREporate communication supports and play. Participants will learn how to adapt literature using low tech supports, facilitate communication opportunities, and facilitate play to increase engagement.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Stacy McBain

Lead Presenter Bio: Stacy McBain earned her degree from The University of Washington in Speech and Hearing Sciences and is certified by RESNA as an Assistive Technology Professional. She works for Loudoun County Public Schools in Northern Virginia as a Specialized Instructional Facilitator for Assistive Technology and has nearly 20 years of experience in the public school setting. She has presented at the local, state, and national level in all areas of Assistive Technology.

Lead Presenter Financial Disclosures: I receive a salary from Loudoun County Public Schools, I receive a speaking fee from TATN as a conference presenter

Lead Presenter Non-Financial Disclosures: None
### Title: Braille, Low Vision, and Speech Access in the Chromebook

**Lead Presenter:** Bruce McClanahan

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<tr>
<td>Room:</td>
<td>103</td>
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**Description:** Using a Braille display on the Internet and with Google Docs, Drive, GoRead, and Gmail. Using the IPEVO video magnifier with the Chromebook. Tips for configuring the Chromebook so that it is best for speech/Braille access. List of ChromeVox Braille and speech commands.

**Objectives:**

- N. Identify one strategy to support students with visual impairments.
- E. Appraise one advance in emerging assistive technologies.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **Google Chromebook** and/or **None**

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Bruce McClanahan

**Lead Presenter Bio:** Assistive Technology Specialist
Washington State School for the Blind
Masters: Education of the Visually Impaired, University of Arizona

**Lead Presenter Financial Disclosures:** Receiving speaker fee.

**Lead Presenter Non-Financial Disclosures:** None
Title: Switch Access for Visually Impaired Students with Significant Additional Impairments

Lead Presenter: Bruce McClanahan

CE Type:  X IACET  X ASHA  X PT  X ACVREP  6/19/2019  1:00-4:00  Session: B  Room: 103

Description: Switch interfaces and switch apps for both the Chromebook and iPad. Discussion of switch progression and two switch scanning. Demonstration of using AbiliPad with Switch2Scan and switch options for blind students with physical impairments. List of Chromebook/iPad apps for totally blind children.

Objectives:
E. Appraise one advance in emerging assistive technologies.
G. Explore two AT implementation strategies.
N. Identify one strategy to support students with visual impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Bruce McClanahan

Lead Presenter Bio: Assistive Technology Specialist
Washington State School for the Blind
Masters: Education of the Visually Impaired, University of Arizona

Lead Presenter Financial Disclosures: None

Lead Presenter Non-Financial Disclosures: None
Title: Maximize Your Social Media Reach with #a11y (accessibility)!

Lead Presenter: Jessica McKay

CE Code: 77320

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019   8:30-9:30   Session: C   Room: 207

Description: Can everyone in your PLN see that picture you just posted on Twitter? Do you know screen readers need capital letters in hashtags to read them properly? Let’s make your social media is accessible to everyone through 5 easy steps. Your posts are amazing, shouldn’t everyone experience them.

Objectives:

F. Identify two inclusion strategies for individuals who use technology.
N. Identify one strategy to support students with visual impairments.
P. Identify one strategy to support students with auditory impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Jessica McKay

Lead Presenter Bio: Jessica is a Board Certified Music Therapist and has worked in the field of assistive technology for over 10 years supporting both students and educators in the area of assistive technology. Jessica is also a UDL facilitator for multiple campuses participating in the district’s UDL Cohort training program. Ysleta ISD is part of the Nation Center on Accessible Educational Materials Best Practice Cohort.

Lead Presenter Financial Disclosures: Employed by Ysleta ISD.

Lead Presenter Non-Financial Disclosures: None
Title: 21st Century Life Skills Program: Supporting Differentiation with Assistive Technology: Part 1

Lead Presenter: Cindy Miller

CE Type:  
IACET  
ASHA  
PT  
ACVREP

6/20/2019 1:20-2:50
Session: F
Room: 204

Description: Life Skills Teachers are charged with developing grade-level programs for students who are enrolled in multiple grade-levels and who experience a wide range of abilities and disabilities. In this fast-paced session, we will explore research-based ways to address multiple grade instruction, differentiate your instruction, and integrate technology for all students.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
K. Describe one strategy to support student engagement and participation.
N. Identify one strategy to support students with visual impairments.
P. Identify one strategy to support students with auditory impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the none and/or none

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Cindy Miller

Lead Presenter Bio: Cindy R Miller has almost thirty years of experience in special education as a teacher, program specialist, and ESC consultant. She now works as an independent consultant providing training and program development with school districts, guest lecturing for university programs, and presenting for state, national, and international conferences. Please go to www.MothConsulting.com to learn more about Ms. Miller.

Lead Presenter Financial Disclosures: Cindy owns Moth Consulting, LLC, an AT consulting company.

Lead Presenter Non-Financial Disclosures: None
Title: 21st Century Life Skills Program: Supporting Differentiation with Assistive Technology: Part 1

Lead Presenter: Cindy Miller

Co-Presenter 1: Candice Richter

Co-Presenter 1 Bio: Candice Richter is a licensed Speech Therapy Assistant & Assistive Technology Specialist. Her varied experience in multiple environments, including clinical, home health, and school services, give her a balanced perspective of her students' needs. She travels across multiple school districts and presents at statewide conferences on the topics of inclusion, access, assistive technology, and augmentative and alternative communication. She is active in the San Antonio area AT/AAC community. She is extremely energetic, enthusiastic, and creative in her approach to AT/AAC, seeking to increase inclusion opportunities for all students through access to language, curriculum, and

Co-Presenter 1 Financial Disclosures: None

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: Mindy Hogan

Co-Presenter 2 Bio: Mindy Hogan is a dynamic, creative Life Skills Teacher in Pleasanton ISD. Her teaching experience is diverse and she has experience in multiple states. She has created a model classroom with a foundation of Assistive Technology and Language Supports for all. Her TEKS curriculum approach includes Literacy-Rich Environment, Positive Social Emotional Learning, and Project-Based Learning - all implemented in the spirit of equity and access for all. She supports her teaching using PASS software from PRC on the smartboard, low-tech and mid-tech supports located throughout the classroom, individual students' high-tech devices, and a structured classroom so that students are able to participate appropriately in the learning experience. She is an active member of the San Antonio AT/AAC community.

Co-Presenter 2 Financial Disclosures: None

Co-Presenter 2 Non-Financial Disclosures: None

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
## Title: 21st Century Life Skills Program: Supporting Differentiation with Assistive Technology: Part 2

**Lead Presenter:** Cindy Miller  
**CE Code:** 79441

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<th>6/20/2019</th>
<th>3:00-4:30</th>
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<th>Room: 204</th>
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### Description:
Life Skills Teachers are charged with developing grade-level programs for students who are enrolled in multiple grade-levels and who experience a wide range of abilities and disabilities. In this fast-paced session, we will explore research-based ways to address multiple grade instruction, differentiate your instruction, and integrate technology for all students.

### Objectives:
- B. Describe two successful strategies for literacy learning for students with disabilities.
- K. Describe one strategy to support student engagement and participation.
- N. Identify one strategy to support students with visual impairments.
- P. Identify one strategy to support students with auditory impairments.

### HIPAA Requirements:
To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

### Patent and/or Exclusive product or program statements:
I or my organization have developed and patented a licensed technology trademarked as the **none** and/or **none**

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

### Presenter Disclosures:

**Lead Presenter:** Cindy Miller

**Lead Presenter Bio:** Cindy R Miller has almost thirty years of experience in special education as a teacher, program specialist, and ESC consultant. She now works as an independent consultant providing training and program development with school districts, guest lecturing for university programs, and presenting for state, national, and international conferences. Please go to www.MothConsulting.com to learn more about Ms. Miller.

**Lead Presenter Financial Disclosures:** Cindy owns Moth Consulting, LLC, an AT consulting company.

**Lead Presenter Non-Financial Disclosures:** None
Co-Presenter 1: Candice Richter

Co-Presenter 1 Bio: Candice Richter is a licensed Speech Therapy Assistant & Assistive Technology Specialist. Her varied experience in multiple environments, including clinical, home health, and school services, give her a balanced perspective of her students' needs. She travels across multiple school districts and presents at statewide conferences on the topics of inclusion, access, assistive technology, and augmentative and alternative communication. She is active in the San Antonio area AT/AAC community. She is extremely energetic, enthusiastic, and creative in her approach to AT/AAC, seeking to increase inclusion opportunities for all students through access to language, curriculum, and opportunity.

Co-Presenter 1 Financial Disclosures: None

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: Mindy Hogan

Co-Presenter 2 Bio: Mindy Hogan is a dynamic, creative Life Skills Teacher in Pleasanton ISD. Her teaching experience is diverse and she has experience in multiple states. She has created a model classroom with a foundation of Assistive Technology and Language Supports for all. Her TEKS curriculum approach includes Literacy-Rich Environment, Positive Social Emotional Learning, and Project-Based Learning - all implemented in the spirit of equity and access for all. She supports her teaching using PASS software from PRC on the smartboard, low-tech and mid-tech supports located throughout the classroom, individual students' high-tech devices, and a structured classroom so that students are able to engage, participate, and succeed in a variety of environments.

Co-Presenter 2 Financial Disclosures: None

Co-Presenter 2 Non-Financial Disclosures: None

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: A Mile in Their Shoes: Reading, Writing, and Assistive Technology

Lead Presenter: Joseph Nast

CE Code: 63887

**CE Type:**  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  3:00-4:30  Session: G  Room: 205

**Description:** What's it like to read and write with a Learning Disability? Think you know? Here's your opportunity to "walk in the shoes" of millions of students with Learning Differences! Discover how readily available technology solutions help "level the playing field" and support inclusive, UDL-focused instruction.

**Objectives:**
B. Describe two successful strategies for literacy learning for students with disabilities.
K. Describe one strategy to support student engagement and participation.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Joseph Nast

**Lead Presenter Bio:** Joseph Nast is a member of the International Association of Accessibility Professionals (IAAP), the Access Technology Higher Education Network (ATHEN), and the Association on Higher Education and Disability (AHEAD). An alumnus of California State University Northridge's AT Applications Certificate Program (ATACP), Joe has been connecting students at Lone Star College Cy Fair with AT since 2009. He's adapted Dr. Joy Smiley Zabala's S.E.T.T. (Student, Environment, Tasks & Tools) Framework for use at post-secondary institutions and has been consulted by the University of Houston Downtown, Houston Community College, Lee College, and Galveston Community College about AT and related disability services delivery.

**Lead Presenter Financial Disclosures:** Employed by Lone Star College

**Lead Presenter Non-Financial Disclosures:** None
Title: Focusing on the "Communication" in Augmentative Communication

Lead Presenter: Deann O’Lenick

CE Type: X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  1:20-2:50  Session: F  Room: 101

Description: Communication is the goal; it’s easy to agree upon that. Your theoretical viewpoint of language development impacts decisions you make regarding language development through AAC. By viewing language acquisition from the perspective of developmental theory and bilingual learning theories, the target becomes language. Language outcomes become the goal and measure.

Objectives:
A. Define one process of evidence-based practice.
D. Describe one generalized model of AAC delivery.
K. Describe one strategy to support student engagement and participation.
E. Appraise one advance in emerging assistive technologies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Deann O’Lenick

Lead Presenter Bio: 35 years experience with assessment and intervention utilizing a wide variety of assistive technology and augmentative communication systems. Extensive skills in access and intervention planning for severe motor impairments. Settings include private practice, school districts, early childhood intervention, state supported living centers, home health, and university clinics

Lead Presenter Financial Disclosures: Receiving a speaker fee.

Lead Presenter Non-Financial Disclosures: Non-financial disclosure- board member and lecturer for Hear MY Voice, a non-profit organization focused on education and training for implementation of AA
Co-Presenter 1: Courtney Garcia, M.S., CCC-SLP

Co-Presenter 1 Bio: Courtney is the Vice President Board Member of Hear MY Voice. She is on the Assistive Technology team in Weatherford ISD, where she conducts AAC evaluations and device trials, provides AAC consultations, provides speech therapy, provides trainings, and implements programs in classrooms to increase communication through AAC.

Co-Presenter 1 Financial Disclosures: Receiving a speaker fee.

Co-Presenter 1 Non-Financial Disclosures: Non-financial disclosure- board member and lecturer for Hear MY Voice, a non-profit organization focused on education and training for implementation of AAC

Co-Presenter 2: None

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
# Title: Getting to the Core of Core Vocabulary: Returning to the Research

**Lead Presenter:** Deann O'Lenick  

**CE Code:** 78330

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**Description:** Research has been misinterpreted to suggest that Core Vocabulary does not include nouns. Re-examination of research indicates that Core includes nouns and other parts of speech. By limiting vocabulary access to specific parts of speech, decisions, including vocabulary selection, are made outside of language development norms, impacting progression and trajectory.

**Objectives:**

A. Define one process of evidence-based practice.
E. Appraise one advance in emerging assistive technologies.
K. Describe one strategy to support student engagement and participation.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **None** and/or **None**

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

** Presenter Disclosures:**

**Lead Presenter:** Deann O’Lenick

**Lead Presenter Bio:** Dr. O’Lenick has over 30 years experience working with families and augmentative communication. Her doctorate in early childhood development and education compliments her masters in Speech-Language Pathology and solidified her focus on developing language through AAC. She is the owner of O’Lenick Consulting, LLC, the founding board member of the nonprofit Hear MY Voice-Language through AAC, and the CEO of SymbolSpeak, LLC.

**Lead Presenter Financial Disclosures:** My financial relationships include presenting at TATN as a paid national speaker, Ownership in O’Lenick Consulting, LLC, a consulting practice providing consultations, training, and AAC evaluations to private patients and to contracts such as school districts, state supported living centers, and early childhood intervention agencies.

**Lead Presenter Non-Financial Disclosures:** My nonfinancial relationships include being a founding board member of Hear MY Voice, a nonprofit focused on the education, training, and research related to instruction for augmentative and alternative communication.
Title: Getting to the Core of Core Vocabulary: Returning to the Research

Lead Presenter: Deann O’Lenick

Co-Presenter 1: Courtney Garcia, M.S., CCC-SLP

Co-Presenter 1 Bio: Courtney primarily treats language learners through AAC; she completes AAC evaluations, device trials, trainings, and consults for her district. Courtney implemented an immersion into AAC program in classrooms and is expanding the program throughout the district. Courtney is the Vice-President Board Member of Hear MY Voice; she is a developer of the theories and methodologies of Hear MY Voice, and she is a lecturer Hear MY Voice and other trainings.

Co-Presenter 1 Financial Disclosures: My financial relationships include presenting at TATN as a paid national speaker

Co-Presenter 1 Non-Financial Disclosures: My nonfinancial relationships include being a founding board member of Hear MY Voice, a nonprofit focused on the education, training, and research related to instruction for augmentative and alternative communication

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Language Rich Immersion

Lead Presenter: Deann O’Lenick

CE Type: X IACET X ASHA X PT □ ACVREP 6/19/2019 1:00-4:00 Session: B Room: 101

Description: When developing language through AAC, language development norms must be followed, beginning with babbling and progressing through developmental milestones, to truly develop language and prevent development of splinter skills. Augmented input that is shaped by Zone of Proximal Development yields a linguistically rich environment through which language can be developed.

Objectives:
D. Describe one generalized model of AAC delivery.
E. Appraise one advance in emerging assistive technologies.
J. Formulate two strategies for parent involvement/support/training.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Deann O’Lenick

Lead Presenter Bio: Dr. O’Lenick has over 30 years experience working with families and augmentative communication. Her doctorate in early childhood development and education compliments her masters in Speech-Language Pathology and solidified her focus on developing language through AAC. She is the owner of O’Lenick Consulting, LLC, the founding board member of the nonprofit Hear MY Voice-Language through AAC, and the CEO of SymbolSpeak, LLC.

Lead Presenter Financial Disclosures: My financial relationships include presenting at TATN as a paid national speaker and Ownership in O’Lenick Consulting, LLC, a consulting practice providing consultations, training, and AAC evaluations to private patients and to contracts such as school districts, state supported living centers, and early childhood intervention agencies.

Lead Presenter Non-Financial Disclosures: My nonfinancial relationships include being a founding board member of Hear MY Voice, a nonprofit focused on the education, training, and research related to instruction for augmentative and alternative communication.
Co-Presenter 1: Courtney Garcia, M.S., CCC-SLP

Co-Presenter 1 Bio: Courtney primarily treats language learners through AAC; she completes AAC evaluations, device trials, trainings, and consults for her district. Courtney implemented an immersion into AAC program in classrooms and is expanding the program throughout the district. Courtney is the Vice-President Board Member of Hear MY Voice; she is a developer of the theories and methodologies of Hear MY Voice, and she is a lecturer Hear MY Voice and other trainings.

Co-Presenter 1 Financial Disclosures: My financial relationships include presenting at TATN as a paid national speaker.

Co-Presenter 1 Non-Financial Disclosures: My nonfinancial relationships include being a founding board member of Hear MY Voice, a nonprofit focused on the education, training, and research related to instruction for augmentative and alternative communication.

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Personalizing the Reading Experience for All

Lead Presenter: Luis Perez

CE Type: X IACET X ASHA X PT X ACVREP 6/19/2019 1:00-4:00 Session: B Room: 105 (AT)

Description: This hands-on session will focus on free and low-cost tools that are available for customizing the reading experience on the different platforms in use in schools: mobile devices such as the iPad, Chromebooks and computers running Windows and MacOS. Participants will leave the session with a robust and flexible toolkit for addressing the needs of diverse learners, including display options for adjusting the appearance of learning content and text to speech to support learners with vision and processing challenges.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
E. Appraise one advance in emerging assistive technologies.
N. Identify one strategy to support students with visual impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Luis Perez

Lead Presenter Bio: Luis Pérez is a Technical Assistance Specialist with the National Center on Accessible Educational Materials for Learning (AEM Center). In this role, he promotes the creation, delivery and use of high quality accessible educational materials and technologies to support equitable learning opportunities for all students. Prior to joining the AEM Center, Luis was an independent consultant focusing on mobile learning, UDL and assistive technology. He is the current President of the Inclusive Learning Network of the International Society for Technology in Education (ISTE), and he has authored two books: Dive into UDL (ISTE, 2018) and Learning on the Go (CAST Publishing, 2018). Luis is a visually impaired photographer whose work and advocacy efforts have been featured on Business Insider, the New York Times Bits Blog, and CNET Magazine.

Lead Presenter Financial Disclosures: Employed by the AEM Center.

Lead Presenter Non-Financial Disclosures: None
Title: Nurturing Your Inner CEO with Executive Functioning Supports

Lead Presenter: Luis Perez

CE Code: 60251

Objectives:
I. Identify two effective transition strategies for students using AT.
K. Describe one strategy to support student engagement and participation.
M. List two vocational supports for students who use AT.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Luis Perez

Lead Presenter Bio: Luis Pérez is a Technical Assistance Specialist with the National Center on Accessible Educational Materials for Learning (AEM Center). In this role, he promotes the creation, delivery and use of high quality accessible educational materials and technologies to support equitable learning opportunities for all students. Prior to joining the AEM Center, Luis was an independent consultant focusing on mobile learning, UDL and assistive technology. He is the current President of the Inclusive Learning Network of the International Society for Technology in Education (ISTE), and he has authored two books: Dive into UDL (ISTE, 2018) and Learning on the Go (CAST Publishing, 2018). Luis is a visually impaired photographer whose work and advocacy efforts have been featured on Business Insider, the New York Times Bits Blog, and CNET Magazine.

Lead Presenter Financial Disclosures: Employed by the AEM Center.

Lead Presenter Non-Financial Disclosures: None
Title: Successful Transition to College: AT, Accommodations & Advocacy

Lead Presenter: Diana Petschauer

CE Type:  X IACET  X ASHA  X PT  X ACVREP  6/19/2019  8:30-11:30  Session: A  Room: 205

Description: Transition from HS to college is critical. Learn the difference between HS & post-secondary laws & discuss parent/student rights in HS vs college. When to start; What to ask for & What documentation is required. AT demos for all devices will be demonstrated: Literacy, Math, Note Taking, Executive Function, & Sensory & Physical support.

Objectives:

I. Identify two effective transition strategies for students using AT.
M. List two vocational supports for students who use AT.
N. Identify one strategy to support students with visual impairments.
P. Identify one strategy to support students with auditory impairments.
E. Appraise one advance in emerging assistive technologies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Diana Petschauer

Lead Presenter Bio: Diana Petschauer, M.Ed., ATP is a RESNA certified Assistive Technology Professional, Consultant & Founder of AT for Education, ATforED.com, and Access4Employment. Over 20 years of experience in Assistive Technology, UDL & Ed Tech K-12, Post-Secondary & Adult services. She presents & trains nationally & internationally. Diana travels daily to provide Evaluations, Consultation, & Training for students & adults. Diana manages her team of expert consultants who provide AT, AAC & accessibility services to access education, the workplace & community. @ATforEDucation

Lead Presenter Financial Disclosures: Diana Petschauer will receive a speaking fee for the workshop session from TATN. Diana is a RESNA certified ATP and thus by the code of ethics does not sell or promote any specific AT or product demonstrated, but rather makes recommendations based on experience and client need.

Lead Presenter Non-Financial Disclosures: None
Title: Google Apps, Extensions & Add-Ons—Your Essential Toolkit for Diverse Learners

Lead Presenter: Diana Petschauer

**CE Type:**  
- IACET  
- ASHA  
- PT  
- ACVREP  

**6/19/2019 1:00-4:00  
Session: B  
Room: 205**

**Description:** Support ALL learners across curriculum, including those with disabilities, using FREE & low-cost Apps, Extensions, Add-Ons & Resources! This hands-on workshop focuses on ensuring access & success for all learners with Google. Tools that support students in accessing curriculum, researching & studying, note taking, literacy & math, executive function & transition. Bring a Chromebook or laptop.

**Objectives:**

B. Describe two successful strategies for literacy learning for students with disabilities.

E. Appraise one advance in emerging assistive technologies.

F. Identify two inclusion strategies for individuals who use technology.

G. Explore two AT implementation strategies.

K. Describe one strategy to support student engagement and participation.

L. Design one aspect of professional development for public school personnel.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **None** and/or **Google based technologies**

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Diana Petschauer

**Lead Presenter Bio:** Diana Petschauer, M.Ed., ATP is a RESNA certified Assistive Technology Professional, Consultant & Founder of AT for Education, ATforED.com, and Access4Employment. Over 20 years of experience in Assistive Technology, UDL & Ed Tech K-12, Post-Secondary & Adult services. She presents & trains nationally & internationally. Diana travels daily to provide Evaluations, Consultation, & Training for students & adults. Diana manages her team of expert consultants who provide AT, AAC & accessibility services to access education, the workplace & community. @ATforEduction

**Lead Presenter Financial Disclosures:** Diana Petschauer will receive a speaking fee for this workshop.

**Lead Presenter Non-Financial Disclosures:** None
Title: Nursery Rhymes Assistive Technology Style (Part 1)

Lead Presenter: Brittney Pettis

CE Type: X IACET X ASHA X PT □ ACVREP 6/20/2019 1:20-2:50 Session: F Room: 103

Description: This presentation is created for Assistive Technology Teams serving in the public schools. The presenters will review a practical and fun guide to assistive technology in the public schools, while allowing attendees to participate in roundtable talk to discuss current trends and practices in the state of Texas.

Objectives:
G. Explore two AT implementation strategies.
L. Design one aspect of professional development for public school personnel.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Brittney Pettis

Lead Presenter Bio: Brittney Goodman Pettis Ph.D. CCC-SLP is the Assistive Technology Specialist Team Lead for Houston ISD.

Lead Presenter Financial Disclosures: Employed by Houston ISD

Lead Presenter Non-Financial Disclosures: None
Title: Nursery Rhymes Assistive Technology Style (Part 1)

Lead Presenter: Britney Pettis

Co-Presenter 1: Casie Cearley

Co-Presenter 1 Bio: Casie Cearley is an AT Facilitator at Houston ISD.

Co-Presenter 1 Financial Disclosures: Employed by Houston ISD

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: Kathy Trieu

Co-Presenter 2 Bio: Kathy Trieu is an AT Facilitator at Houston ISD.

Co-Presenter 2 Financial Disclosures: Employed by Houston ISD

Co-Presenter 2 Non-Financial Disclosures: None

Co-Presenter 3: HauKei Lamm

Co-Presenter 3 Bio: HauKei Lamm is an AT Facilitator at Houston ISD.

Co-Presenter 3 Financial Disclosures: Employed by Houston ISD

Co-Presenter 3 Non-Financial Disclosures: None
Title: Nursery Rhymes Assistive Technology Style (Part 2)

Lead Presenter: Brittney Pettis

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  3:00-4:30  Session: G  Room: 103

Description: This presentation is created for Assistive Technology Teams serving in the public schools. The presenters will review a practical and fun guide to assistive technology in the public schools, while allowing attendees to participate in roundtable talk to discuss current trends and practices in the state of Texas.

Objectives:

G. Explore two AT implementation strategies.
L. Design one aspect of professional development for public school personnel.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Brittney Pettis

Lead Presenter Bio: Brittney Goodman Pettis Ph.D. CCC-SLP is the Assistive Technology Specialist Team Lead for Houston ISD.

Lead Presenter Financial Disclosures: Employed by Houston ISD

Lead Presenter Non-Financial Disclosures: None
Title: Nursery Rhymes Assistive Technology Style (Part 2)

Lead Presenter: Brittney Pettis

Co-Presenter 1: Casie Cearley

Co-Presenter 1 Bio: Casie Cearley is an AT Facilitator at Houston ISD.

Co-Presenter 1 Financial Disclosures: Employed by Houston ISD

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: Kathy Trieu

Co-Presenter 2 Bio: Kathy Trieu is an AT Facilitator at Houston ISD.

Co-Presenter 2 Financial Disclosures: Employed by Houston ISD

Co-Presenter 2 Non-Financial Disclosures: None

Co-Presenter 3: HauKei Lamm

Co-Presenter 3 Bio: HauKei Lamm is an AT Facilitator at Houston ISD.

Co-Presenter 3 Financial Disclosures: Employed by Houston ISD

Co-Presenter 3 Non-Financial Disclosures: None
Title: DATA Analytics, Braille innovations

Lead Presenter: Damian Pickering

CE Type:  
- IACET  
- ASHA  
- PT  
- ACVREP

CE Code: 63180

Description: We hold these truths to be self-evident: Braille technology tools have positively impacted Braille literacy; Braille literacy is positively linked to professional success. But is professional success keeping pace with rapid advances in Braille Technology? We will evaluate recent innovations for their potential future impact. The QBraille-XL revolutionizes input via a unique Brl/QWERTY keypad with Braille input and QWERTY control. The Handy Tech devices revolutionize output through Active Tactile Control by tracking student reading behaviors and generating actionable data for instructional decisions and progress monitoring. Today's state-of-the-art technology paves the way for future research and innovation.

Objectives:

E. Appraise one advance in emerging assistive technologies.
G. Explore two AT implementation strategies.
N. Identify one strategy to support students with visual impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the QBraille-XL, Brl/QWERTY keypad, Handy Tech devices, Active Tactile Control and/or QBraille-XL, Brl/QWERTY keypad, Handy Tech devices, Active Tactile Control

Presenter Disclosures:

Lead Presenter: Damian Pickering

Lead Presenter Bio: Currently serving as National Vice President of Sales at HIMS, Inc. Damian Pickering is a life long Braille User, and an innovative leader in the Assistive Technology industry. Adrian Amandi from the California School for the Blind once joked that the secret to Damian's success is that everyone succeeds around him. This is the best compliment he’s ever received. He is honored to play a role in advancing Braille tools, but is even more honored to see young blind student's run where he walked.

Lead Presenter Financial Disclosures: Employed by HIMS

Lead Presenter Non-Financial Disclosures: None
Co-Presenter 1: Tyler Brown

Co-Presenter 1 Bio: Tyler is a national education manager. Tyler Brown is a veteran in both the fields of Assistive Technology and Education. He has served as a special ed teacher, a National Sales Director for Freedom Scientific, a Regional Manager for Houghton Mifflin Harcourt Publishing, and currently serves as National Education Manager for HIMS, Inc. He is a sighted guy who reads Braille and can use Jaws without a mouse. Also an accomplished musician, he loves pinacolada and walks in the rain.

Co-Presenter 1 Financial Disclosures: Employed by HIMS

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Accessible Math Instruction for Early Learners

Lead Presenter: Beth Poss

CE Type: X IACET X ASHA X PT □ ACVREP 6/19/2019 8:30-11:30 Session: A Room: 204

Description: This session will focus on foundational concepts of mathematics (counting, simple data analysis, measurement, number operations, number sense, pattern, sets, shapes, and spatial relationships) and how to create accessible learning experiences for all students. Participants will gain an understanding of the progression of math skill development in young children, and how to foster this in children with disabilities. We will examine how play with blocks, balls, craft materials and music can aid in the understanding of mathematical concepts, and how to provide adaptations for students to engage in this play. Learn about both low and high tech supports including physical and digital manipulatives using mobile apps and websites. Build your own understanding of how children develop mathematical and problem solving competency in this fun and engaging session.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
F. Identify two inclusion strategies for individuals who use technology.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Beth Poss


Lead Presenter Financial Disclosures: I will receive an speaking fee for this session.

Lead Presenter Non-Financial Disclosures: None
Title: Culturally Responsive Teaching and Assistive Technology Services

Lead Presenter: Beth Poss

CE Type: X IACET  X ASHA  X PT  □ ACVREP  6/19/2019  1:00-4:00  Session: B  Room: 204

Description: Research shows that we all bring implicit biases into our work with students or clients, based on our own cultural backgrounds. Being able to examine your own biases and develop culturally responsive teaching skills allows you to overcome these biases and make connections to the culturally diverse population that you may be serving. Whether you are providing international Assistive Technology services or you are seeing an expanding minority population in your school district or practice, understanding the frame of reference of your culturally and linguistically diverse students, families, and clients can positively impact your success in supporting independence and access. This session will define cultural proficiency, help you assess where you are on the cultural proficiency continuum, and provide specific strategies designed to aide you in becoming a culturally responsive AT practitioner.

Objectives:

B. Describe two successful strategies for literacy learning for students with disabilities.
D. Describe one generalized model of AAC delivery.
G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient's/client's knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies.

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Beth Poss


Lead Presenter Financial Disclosures: Receiving a speaker fee.

Lead Presenter Non-Financial Disclosures: None
Title: Assistive Technology in the Active Learning Classroom

Lead Presenter: Staci Prier

CE Type: X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 103

Description: This session will explore ways to incorporate assistive technology into the Active Learning Classroom.

Objectives:
G. Explore two AT implementation strategies.
D. Describe one generalized model of AAC delivery.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or none

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Staci Prier

Lead Presenter Bio: Staci Prier, M.Ed. is a Program Coordinator for Special Populations at Region 10 ESC. She has 27 years of experience in both special and general education in Texas public schools. Her positions include classroom teacher, educational diagnostician, assistant principal and special education director. Staci currently coordinates the Assistive Technology and Low Incidence Disability programs at Region 10.

Lead Presenter Financial Disclosures: I am employed by Region 10 ESC.

Lead Presenter Non-Financial Disclosures: None
<table>
<thead>
<tr>
<th>Co-Presenter</th>
<th>Bio</th>
<th>Financial Disclosures</th>
<th>Non-Financial Disclosures</th>
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</thead>
<tbody>
<tr>
<td>Co-Presenter 1: Donna Clemens</td>
<td>Donna Clemens, M.Ed. is the VI AT Consultant at Region 10 ESC. She has 20 years of experience in Visual Impairments, Dual Sensory Impairment, and Special Education. Her positions have included elementary and secondary resource, homebound service provider, teacher of students with visual impairments, teacher of children who are DeafBlind and assistive technology.</td>
<td>I am employed by Region 10 ESC</td>
<td>None</td>
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<tr>
<td>Co-Presenter 2: None</td>
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<td>Co-Presenter 3: None</td>
<td>None</td>
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Title: Nudges, Gamification, and Building a Communicating Classroom: a case study for helping teachers, para-educators, and more use communication interventions in the classroom throughout the day

Lead Presenter: Daniel Rigney

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  10:10-11:10  Session: D  Room: 205

Description: This session will review a case study where "gamification" was used to help classrooms use communication interventions, particularly aided-language stimulation, in the classroom throughout the day. We will look at the structure of the "game" and then address successes and challenges as the program unfolded throughout the school year.

Objectives:
L. Design one aspect of professional development for public school personnel.
G. Explore two AT implementation strategies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Daniel Rigney

Lead Presenter Bio: Daniel Rigney, M.A., CCC-SLP received his master’s degree in Speech-Language Pathology from the University of Texas at Austin. He obtained his Clinical Certificate of Competence from the American Speech and Hearing Association as well as a Texas License in the area of Speech-Language Pathology. He has presented to teachers, parents, and speech-language pathologists on several topics totaling 10+ hours of presenting. Daniel has spent over a decade in various positions inside Special Education and clinical interests include augmentative and alternative communication, language disorders, and disability rights.

Lead Presenter Financial Disclosures: Employed by Austin ISD.

Lead Presenter Non-Financial Disclosures: None
Title: AT for Students with Visual and Other Impairments

Lead Presenter: Cecilia Robinson

Description: Gain knowledge of assistive technology tools that may facilitate learning for your students with visual and other impairments. Learn about products that are commercially available, as well as those created specifically for students with visual impairments. Acquire tips and strategies on promoting student success in their use of AT.

Objectives:
N. Identify one strategy to support students with visual impairments.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Cecilia Robinson

Lead Presenter Bio: Cecilia Robinson is an Outreach consultant who provides professional development and technical assistance for school districts in Texas. Her work focuses on assistive technology to facilitate students' learning and access to information.

Lead Presenter Financial Disclosures: Employed by the Texas School for the Blind and Visually Impaired

Lead Presenter Non-Financial Disclosures: None
Co-Presenter 1: Mary Ann Siller

Co-Presenter 1 Bio: Mary Ann Siller works with students with visual impairments. She has extensive experience in the Expanded Core Curriculum, which includes assistive technology, and she has collaborated with other organizations on accessibility for people with visual impairments and blindness.

Co-Presenter 1 Financial Disclosures: Employed by Richardson ISD.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Let’s Talk Curriculum for your classes!

Lead Presenter: Mary Sagatetter  

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  11:20-12:20  Session:  E  Room:  206

Description: Texas teachers support students of all ages with mild, moderate, and severe disabilities to achieve their fullest educational potential. AbleNet understand that each student learns in their own unique way, and require adaptations, that include assistive technology, to become fully engaged in the learning process. AbleNet curriculum is developed using today’s best practices and correlated to the TEKS and have the supports a teacher needs to assist students in demonstrating measurable gains in academic skills. Attend this session to learn about the recent updates to the all the Equals math curriculums (PREK – High School) and the MEville emergent literacy program.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
K. Describe one strategy to support student engagement and participation.
G. Explore two AT implementation strategies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the Meville to Weville, Equals math and/or Communication devices, access devices and curricular solutions by Ablenet.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Mary Sagatetter

Lead Presenter Bio: Mary Sagatetter joined AbleNet in June of 1998, with over 11 years of professional experience in the field of Special Education. In her current role as Business Development Manager, Mary focuses on providing awareness of AbleNet’s growing portfolio assistive technology solutions for individuals with disabilities. Her responsibilities include supporting increasing visibility and educating customers about the AbleNet portfolio of assistive technology solutions.

Lead Presenter Financial Disclosures: I am employed by AbleNet and receive a salary.

Lead Presenter Non-Financial Disclosures: None
Title: AAC Devices in the Classroom: 50 Ideas in 50 minutes

Lead Presenter: Mary Sagstetter

Description: Looking for motivating ideas to increase student participation during instructional lessons? Attend this session to learn about strategies to maximize student success using low tech devices. Leave with 50 ideas in 50 minutes.

Objectives:

G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.
B. Describe two successful strategies for literacy learning for students with disabilities.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or Communication, Assistive Technology and Curricular products from Ablenet.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Mary Sagstetter

Lead Presenter Bio: Mary Sagstetter joined AbleNet in June of 1998, with over 11 years of professional experience in the field of Special Education. In her current role, Mary focuses on providing awareness of AbleNet’s portfolio assistive technology solutions for individuals with disabilities. Her responsibilities include supporting increasing visibility and educating customers about the AbleNet portfolio of assistive technology solutions.

Lead Presenter Financial Disclosures: Employed by AbleNet.

Lead Presenter Non-Financial Disclosures: None
Title: Teaming for Success! Working Together to Support Student Communication

Lead Presenter: Elizabeth Sampson

CE Code: 73583

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  1:20-2:50  Session: F  Room: 201

Description: The best approach to addressing students' communication needs is a team approach. In this session, we will share some creative strategies we have used to support students' communication and access needs.

Objectives:

G. Explore two AT implementation strategies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Elizabeth Sampson

Lead Presenter Bio: Elizabeth Sampson has 10 years experience as a speech pathologist in the school setting. She has a special interest of supporting students with complex communication needs.

Lead Presenter Financial Disclosures: Employed by Humble ISD.

Lead Presenter Non-Financial Disclosures: None
Title: Teaming for Success! Working Together to Support Student Communication

Lead Presenter: Elizabeth Sampson

Co-Presenter 1: Querubin Linne

Co-Presenter 1 Bio: Linne Querubin is a life skills teacher for Humble ISD. She has special skills in taking every day items and using them to adapt activities to support her students’ access to the curriculum.

Co-Presenter 1 Financial Disclosures: Employed by Humble ISD.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Gamification of Education for BVI Students based Core & Expanded Core and each student's IEP.

Lead Presenter: Marty Schultz

CE Type:  X  IACET  X  ASHA  X  PT  □  ACVREP  6/20/2019  8:30-9:30  Session: C  Room: 205

Description: ObjectiveEd provides games that teach visually impaired pre-K through 12th grade students skills outlined in Core Curriculum & ECC, tied to the goals and objectives of each student's IEP. You will learn why students acquire skills faster and achieve objectives sooner by "gamify-ing" education.

Objectives:

N. Identify one strategy to support students with visual impairments.
K. Describe one strategy to support student engagement and participation.
E. Appraise one advance in emerging assistive technologies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or We be discussing Coe and Expanded Core curriculum-based games provided by Objective Ed and Blindfold Games.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Marty Schultz

Lead Presenter Bio: Marty founded Blindfold Games – over 80 accessible audio games played by over 25,000 BVI people of all ages. He is the cofounder of ObjectiveEd, which builds Core and ECC Curriculum-based games for pre-K to 12th grade students, used by TVIs, O&Ms and ATs.

Marty holds degrees from Carnegie-Mellon University and a certificate from Harvard Business School.

Lead Presenter Financial Disclosures: I am a cofounder of ObjectiveEd and Blindfold Games.

Lead Presenter Non-Financial Disclosures: None
Title: ALL ABOARD! All Students Learn and Communicate

Lead Presenter: Angela Sheets

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  3:00-4:30  Session: G  Room: 104

Description: Be willing to step outside your comfort zone and collaborate with as many professionals, administrators and community contributors as you can! Never underestimate the abilities of your students. Educators now have access to advanced technology that can aid in the enhancement of communication options. Empowering educators, families, peers, and community members to take the plunge is critical in meeting student communication needs on a daily basis. This session provides evidence-based practices and methods to help educators increase opportunities for students with significant disabilities, autism and/or limited communication. Attendees will participate in a highly interactive session as they explore low and high tech solutions designed to support students’ access to communication and academic content. Practical methods to collect and analyze data, as well as, training support staff are also vital to the process of student success.

Objectives:
A. Define one process of evidence-based practice.
D. Describe one generalized model of AAC delivery.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Angela Sheets

Lead Presenter Bio: Angela Sheets is a graduate of Ball State University with a bachelor's degree in special education. She has taught elementary intense interventions for 18 years. She is passionate about designing access for all students to meet their greatest potential. Sheets is also a parent of a child who has cerebral palsy, who is an assistive tech user. Sheets has co-presented at PATINS, Indiana Principals’ Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud. In addition, she has served two years on the ISTAR Content Review Panel, has had guest posts on the AAC Language Lab and PrAACtical AAC, and is a certified LAMP professional.

Lead Presenter Financial Disclosures: I am employed by Bluffton Harrison, MSD. I am co-owner of Speak UP, LLC.

Lead Presenter Non-Financial Disclosures: None
Co-Presenter 1: Nicole Wingate

Co-Presenter 1 Bio: Nicole Wingate, M.A. CCC-SLP, is a graduate of Ball State University with a bachelor's in speech-language pathology and audiology and a master's in speech-language pathology. She has worked in a public school setting for 18 years. She is passionate about optimizing her students' communication abilities so that they may become competent communicators. Wingate has co-presented at PATINS, Indiana Principals' Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud.

Co-Presenter 1 Financial Disclosures: I am employed by Bluffton Harrison, MSD. I am co-owner of Speak UP, LLC.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Tell Me More - Descriptive Teaching

Lead Presenter: Angela Sheets

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  10:10-11:10  Session: D  Room: 204

Description: "Tell Me More" will provide instructional tools to implement while developing teaching models for AAC users. Descriptive teaching poses inquiry phrasing that elicits responses that may be composed through use of core vocabulary but still challenges the academic content presented. Descriptive teaching helps teachers meet the demands of State standards/assessments while respecting the domain of AAC users.

Objectives:

A. Define one process of evidence-based practice.
D. Describe one generalized model of AAC delivery.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies.

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Angela Sheets

Lead Presenter Bio: Angela Sheets is a graduate of Ball State University with a bachelor's degree in special education. She has taught elementary intense interventions for 18 years. She is passionate about designing access for all students to meet their greatest potential. Sheets is also a parent of a child who has cerebral palsy, who is an assistive tech user. Sheets has co-presented at PATINS, Indiana Principals’ Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud. In addition, she has served two years on the ISTAR Content Review Panel, has had guest posts on the AAC Language Lab and PrAACtical AAC, and is a certified LAMP professional.

Lead Presenter Financial Disclosures: I am employed by Bluffton Harrison, MSD. I am co-owner of Speak UP, LLC.

Lead Presenter Non-Financial Disclosures: None
**Title:** Tell Me More - Descriptive Teaching  

**Lead Presenter:** Angela Sheets  

**Co-Presenter 1:** Nicole Wingate  

**Co-Presenter 1 Bio:** Nicole Wingate, M.A. CCC-SLP, is a graduate of Ball State University with a bachelor's of science degree in speech-language pathology and audiology and a master's in speech-language pathology. She has worked in a public school setting for 18 years. She is passionate about optimizing her students' communication abilities so that they may become competent communicators. Wingate has co-presented at PATINS, Indiana Principals' Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud.

**Co-Presenter 1 Financial Disclosures:** I am employed by Bluffton Harrison, MSD. I am co-owner of Speak UP, LLC.

**Co-Presenter 1 Non-Financial Disclosures:** None

**Co-Presenter 2:** None

**Co-Presenter 2 Bio:**

**Co-Presenter 2 Financial Disclosures:**

**Co-Presenter 2 Non-Financial Disclosures:**

**Co-Presenter 3:** None

**Co-Presenter 3 Bio:**

**Co-Presenter 3 Financial Disclosures:**

**Co-Presenter 3 Non-Financial Disclosures:**
Title: Turning it in on Time: Accessing, Editing, and Submitting Assignments with Adaptive Technology for Students with Low Vision

Lead Presenter: Jim Sullivan

CE Type: IACET ASHA PT ACVREP 6/20/2019 11:20-12:20 Session: E Room: 104

Description: Classroom assignments come from numerous sources. They are attached to emails, uploaded to the cloud, and printed to paper. Access can be a challenge for large print readers. This session will outline ways the Prodigi app, built for Connect 12/MATT Connect, can be used to complete these and other assignments.

Objectives:

N. Identify one strategy to support students with visual impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the Prodigi Connect 12 / MATT Connect and/or Humanware products Prodigi Connect 12 / MATT Connect

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Jim Sullivan

Lead Presenter Bio: Jim Sullivan has worked in the field of assistive technology for over twenty years. Upon graduating from Kent State University in 1994 with a Master Degree in Rehabilitation Counseling he began working at the Cleveland Sight Center as an Employment Specialist and Assistive Technology Evaluator. In 1999 he began working for assistive technology manufactures and has worked for organizations such as Kurzweil Education Systems, Texthelp and Optelec.

Lead Presenter Financial Disclosures: Employed by Humanware.

Lead Presenter Non-Financial Disclosures: None
Title: Literacy in a Digital Age

Lead Presenter: Kay Tepera

CE Type: X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 105 (AT)

Description: This session will show attendees strategies for incorporating Read&Write into instructional practice including annotating PDFs, creating differentiated resources, and STAAR alignment.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
E. Appraise one advance in emerging assistive technologies.
F. Identify two inclusion strategies for individuals who use technology.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or Texthelp product Read&Write

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Kay Tepera

Lead Presenter Bio: Formerly a high school technology teacher, Kay has since served at the Arkansas Department of Education in the Research and Technology Division and at the district level as technology coordinator. For the past 8 years, Kay has been providing software solutions to school districts across Texas and 5 other states. Kay’s passion is bringing technology solutions into the hands of teachers and students that support student learning. Currently she works for TextHelp, a progressively forward technology company providing solutions to individuals of all ages.

Lead Presenter Financial Disclosures: I am an employee of Texthelp, Inc.

Lead Presenter Non-Financial Disclosures: None
Title: Make Math Digital! Come See How!

Lead Presenter: Kay Tepera

CE Type:  X  IACET  X  ASHA  X  PT  □  ACVREP  6/20/2019  10:10-11:10  Session: D  Room: 105 (AT)

Description: Creating digital math and science used to be a difficult process. It can be complicated to type and frustrating for students and teachers alike. This session will focus on simplifying this process using EquatIO, enhancing ways students can respond to math and science problems digitally and collaboratively. EquatIO is free for K12 educators.

Objectives:

E. Appraise one advance in emerging assistive technologies.
F. Identify two inclusion strategies for individuals who use technology.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the EquatIO and/or Texathelp software Equatio

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Kay Tepera

Lead Presenter Bio: Formerly a high school technology teacher, Kay has since served at the Arkansas Department of Education in the Research and Technology Division and at the district level as technology coordinator. For the past 5 years, Kay has been providing software solutions to school districts across Texas and 5 other states. Kay’s passion is bringing technology solutions into the hands of teachers and students that support student learning. Currently she works for TextHelp, a progressively forward technology company providing solutions to individuals of all ages.

Lead Presenter Financial Disclosures: I am an employee of Texthelp Inc.

Lead Presenter Non-Financial Disclosures: None
Title: Using Braille Tech Tools to Maximize Productivity: Opening the Braille Tech Tool Box

Lead Presenter: Peter Tucic

CE Type:  X IACET  X ASHA  X PT  X ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 106

Description: Students who read Braille engage in numerous academic activities. Activities include following a PowerPoint presentation, defining vocabulary words, and submitting assignments to Google Classroom. This presentation will highlight the benefits of refreshable Braille and how the BrailleNote Touch and iOS devices are used to perform these and other activities.

Objectives:
N. Identify one strategy to support students with visual impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the BrailleNote Touch and/or Humanware BrailleNote Touch

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Peter Tucic

Lead Presenter Bio: Peter Tucic graduated from the University of Illinois at Chicago with a Bachelor of Arts Degree in History. For the last several years he has worked as a Brand Ambassador of Blindness Products for HumanWare. He has traveled throughout the US, supporting teachers and students and presenting at state and national conferences. Prior to working for HumanWare Peter ran the National Assistive Technology Helpdesk at the Chicago Lighthouse for the Blind where he worked with blind and visually impaired individuals from across the country who were in need of assistance interacting with both their mainstream, and blindness specific assistive technology. Peter also has worked as a teacher’s assistant for over 6 years with SASED, a large special education cooperative in the western suburbs of Chicago. He has presented at the Leber Congenital Amaurosis family conference on multiple occasions. as well as at the ACB and NAPVI national conferences in addition to the NFB of Illinois Sorina

Lead Presenter Financial Disclosures: Employed by Humanware.

Lead Presenter Non-Financial Disclosures: None
Title: What Really Matters in Your SpED Literacy Curriculum?

Lead Presenter: Torrie Turner

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  3:00-4:30  Session: G  Room: 206

Description: There’s a bigger world out there. You want ALL your students to discover deeper learning and engagement that makes their journey transformative—with outcomes that last a lifetime. What’s more, STAAR Alternate 2 sets high curriculum expectations in literacy instruction for students with complex needs. Which curricula will be your guide? Readtopia and First Author Writing curricula give you the comprehensive literacy instruction and materials you need to open up the wide world to your students with complex needs as they learn to read and write. In this presentation, I will take you inside Readtopia and First Author Writing Curriculum showing how each guides literacy instruction and progress monitoring. Never before have special educators had the resources to bring their students up to this level of literacy and learning. Come and experience Don Johnston Curriculum for yourself.

Objectives:
B. Describe two successful strategies for literacy learning for students with disabilities.
F. Identify two inclusion strategies for individuals who use technology.
G. Explore two AT implementation strategies.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the Readtopia and First Author Writing Curriculum and/or Readtopia and First Author Writing Curriculum

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Torrie Turner

Lead Presenter Bio: Torrie Turner is a Curriculum Support Specialist at Don Johnston Incorporated. Torrie has a background in social work and psychology. She earned a Bachelor of Arts from Augustana College - double major in Psychology and Sociology and has a Master of Arts in Forensic Psychology from The Chicago School of Professional Psychology. She brings 10 years of experience in child welfare as a caseworker initially for foster care and subsequently for transitional living and independent living programs.

Lead Presenter Financial Disclosures: Employed by Don Johnston, Inc.

Lead Presenter Non-Financial Disclosures: None
Title: The Latest Tools and Extensions for Google that Power Learning: Snap&Read, Quizbot, and uPAR

Lead Presenter: Dustin Vanderploeg

CE Code: 65301

| CE Type: | IACET | ASHA | PT | ACVREP | 6/20/2019 | 10:10-11:10 | Session: D | Room: 201 |

**Description:** Snap&Read, Quizbot, and uPAR continues to innovate—helping present text in ways students best understand it across Google and iPad. See how these supports can help students comprehend everything they read!

**Objectives:**

B. Describe two successful strategies for literacy learning for students with disabilities.
A. Define one process of evidence-based practice.
F. Identify two inclusion strategies for individuals who use technology.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the Publisher/Developer Snap&Read, Quizbot, and uPAR and/or Yes- Don Johnston products.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Dustin Vanderploeg

**Lead Presenter Bio:** As an Education Support Specialist for Don Johnston Incorporated, Dustin works with educators to increase their knowledge of critical literacy technologies and instructional practices. His goal is to help school systems choose, integrate, and use technology to improve outcomes for students.

**Lead Presenter Financial Disclosures:** Employed by Don Johnston, Inc.

**Lead Presenter Non-Financial Disclosures:** None
Title: Boardmaker Activities To Go: Free Resources to Jump Start Teaching and Maximize Learning!

Lead Presenter: Betsy Walker

Description: Boardmaker Activities to Go! Free, printable activities for students in K-12. Whether you are an educator, speech language pathologist, behavior specialist, or parent, start teaching today.

Objectives:
K. Describe one strategy to support student engagement and participation.
A. Define one process of evidence-based practice.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the Boardmaker Activities To Go and/or Boardmaker Online, Boardmaker Software, Web Store and Boardmaker Activities To Go

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Betsy Walker

Lead Presenter Bio: Betsy Walker, MS, Speech Pathology is currently employed by Boardmaker-Mayer Johnson, a TobiiDynavox Company. Before joining the Boardmaker Education Team, Ms. Walker worked as a sales representative for the TobiiDynavox communication devices for 13 years. Prior to joining TobiiDynavox, in 2001, Ms. Walker worked as a Speech-Language Pathologist providing therapeutic and consultative services to children with complex communication needs for over 25 years. Throughout the course of her career as a speech/language pathologist, Betsy has worked within the field of AAC by assessing and implementing low tech and high tech solutions for her clients.

Lead Presenter Financial Disclosures: Employee of Tobii Dynavox

Lead Presenter Non-Financial Disclosures: None
Texas Assistive Technology Network Statewide Conference 2019 Continuing Education Disclosures

Title: Create Meaningful Opportunities for Communication with CoreVoice and Alexa

Lead Presenter: Ashley Warwick

CE Code: 68230

CE Type:  IACET  □ ASHA  □ PT  □ ACVREP  6/20/2019  8:30-9:30  Session: C  Room: 204

Description: Augmentative Alternative Communication (AAC) can be intimidating and overwhelming for parents, teachers, and even some therapists. Learn how to use CoreVoice and Alexa during sessions or at home to create meaningful opportunities to communicate, practice, and generalize skills. Come see CoreVoice and Alexa in action!

Objectives:

B. Describe two successful strategies for literacy learning for students with disabilities.
E. Appraise one advance in emerging assistive technologies.
J. Formulate two strategies for parent involvement/support/training.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the CoreVoice and Speech Device Practice (Amazon Alexa skill) and/or This presentation will focus exclusively on CoreVOICE® and will not include specific information on other similar or related apps for AAC. Central Speech Solutions, LLC has developed an AAC application trademarked as CoreVOICE®. Central Speech Solutions, LLC has also developed an Amazon Alexa skill (Speech Device Practice, which will also be discussed as part of this presentation. This course offering will only cover information that pertains to the effective and safe use of the

Presenter Disclosures:

Lead Presenter: Ashley Warwick

Lead Presenter Bio: Ashley Warwick is an ASHA certified Speech-Language Pathologist with over 12 years of experience in public schools, rehab, and private settings. She obtained both degrees from Stephen F. Austin State University in 2005 and 2007. Ashley honed her AAC skills and knowledge through region 4 team trainings and Continuing Education opportunities throughout the years. Ashley is a current member of ASHA SIG 12, has been a member of TSHA since 2002, and was recently an exhibitor at ASHA 2018 in Boston.

Lead Presenter Financial Disclosures: CEO/Owner of Central Speech Solutions, LLC. Receives a portion of sales from Apple, Google, Amazon, and Windows.

Lead Presenter Non-Financial Disclosures: None
Title: Create Meaningful Opportunities for Communication with CoreVoice and Alexa

Lead Presenter: Ashley Warwick

Co-Presenter 1: Brian Warwick

Co-Presenter 1 Bio: Brian is a Healthcare IT Architect with more than twelve years experience building enterprise web and mobile solutions for finance and healthcare. Brian is a 2005 graduate from Stephen F. Austin State University, and has since created applications used in heart surgery, treatment of patients, recently built a simulation application with Dr. Jennifer Arnold (from TLC’s Little Couple show), and has presented at local and national conferences. Brian's goal is to maximize everyone’s potential by improving communication and daily living skills through use of the latest technologies.

Co-Presenter 1 Financial Disclosures: Financial— CTO/Owner of Central Speech Solutions, LLC. Receives a portion of sales from Apple, Google, Amazon, and Windows.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: 101 Assistive Technology Solutions that Can be Made in Minutes

Lead Presenter: Therese Willkomm

CE Type:  X IACET  X ASHA  X PT  X ACVREP

6/19/2019 1:00-4:00  Session: B  Room: 203

Description:
Hundreds of assistive technology solutions can be made in minutes using everyday items in extraordinary ways. This hands-on exploration and demonstrations will show over 101 different solutions that have been created to support students who experience physical, sensory, or intellectual disabilities to perform tasks such as reading, writing, life skills, art, music, vocational, recreational activities and more. Discover new tools and materials for making solutions in minutes.

Objectives:
G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.
M. List two vocational supports for students who use AT.
N. Identify one strategy to support students with visual impairments.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies.  YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Therese Willkomm

Lead Presenter Bio: Dr. Therese Willkomm, PhD, is the Director of New Hampshire’s State Assistive Technology Program with the Institute on Disability at the University of New Hampshire (UNH) and is a clinical associate professor in the Department of Occupational Therapy where she teaches eight different Assistive Technology courses and oversees the Graduate Certificate in Assistive Technology. She is known nationally and internationally for her innovative strategies for creating solutions in minutes. She has designed and fabricated over two thousand solutions for individuals with disabilities including her patented A.T. Pad Stand, a multiuse assistive technology mounting device. She has presented her work in 42 states, nine foreign countries and three U.S. Territories; has written 22 assistive technology related publications including her new book titled: “Assistive Technology Solutions in Minutes – Book 2 – Ordinary Items. Extraordinary Solutions

Lead Presenter Financial Disclosures: I will be receiving a speaker fee for my presentation.

Lead Presenter Non-Financial Disclosures: None
Title: Creating AT Solutions for Low Incidence Population

Lead Presenter: Therese Willkomm

CE Type: IACET ASHA PT ACVREP 6/19/2019 8:30-11:30 Session: A Room: 203

Description: This session will discuss and demonstrate various assistive technology solutions that can be made in minutes for low incident disabilities using various low cost/no cost plastics, adhesives, foam, and wire. Make a multi-use device students who experience low incident disabilities such as impairments in communication, vision, hearing, mobility, and grasping/holding

Objectives:
F. Identify two inclusion strategies for individuals who use technology.
I. Identify two effective transition strategies for students using AT.
P. Identify one strategy to support students with auditory impairments.
N. Identify one strategy to support students with visual impairments.
M. List two vocational supports for students who use AT.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Therese Willkomm

Lead Presenter Bio: Dr. Therese Willkomm, PhD, is the Director of New Hampshire’s State Assistive Technology Program with the Institute on Disability at the University of New Hampshire (UNH) and is a clinical associate professor in the Department of Occupational Therapy where she teaches eight different Assistive Technology courses and oversees the Graduate Certificate in Assistive Technology. She is known nationally and internationally for her innovative strategies for creating solutions in minutes. She has designed and fabricated over two thousand solutions for individuals with disabilities including her patented A.T. Pad Stand, a multiuse assistive technology mounting device. She has presented her work in 42 states, nine foreign countries and three U.S. Territories; has written 22 assistive technology related publications including her new book titled: “Assistive Technology Solutions in Minutes – Book 2 – Ordinary Items. Extraordinary Solutions

Lead Presenter Financial Disclosures: I will be receiving a speaker’s fee.

Lead Presenter Non-Financial Disclosures: None
**Title:** Using the PAR to Inform Instruction and Decision Making: An Intro to PAR

**Lead Presenter:** Linda Wilson

---

**Description:** This presentation will be a hands-on session in which participants will have the opportunity to practice administering the PAR and uPAR. Participants will learn about the policy and practice around text-to-speech and reading accommodations for students with dyslexia. Please bring your own device.

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**Objectives:**

A. Define one process of evidence-based practice.
H. Examine one AT evaluation and assessment strategy.
K. Describe one strategy to support student engagement and participation.

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**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking "YES", presenters certified that they are in compliance with these policies. **YES**

---

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **None** and/or PAR assessment tool.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

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**Presenter Disclosures:***

**Lead Presenter:** Linda Wilson

**Lead Presenter Bio:** Linda Bastiani Wilson is a special educator and assistive technology specialist. She is currently the leader of the High Incidence Accessible Technology (HIAT) team in Montgomery County Public Schools, Maryland. She is the co-author of the Protocol for Accommodations in Reading (PAR), Don Johnston, 2012.

---

**Lead Presenter Financial Disclosures:** Linda Bastiani Wilson is a consultant for uPAR, Don Johnston, Inc., and receives consulting fees.

**Lead Presenter Non-Financial Disclosures:** Linda Bastiani Wilson is co-author of PAR, Don Johnston, Inc., and receives no compensation.
Title: Using the PAR to Inform Instruction and Decision Making: An Intro to PAR

Lead Presenter: Linda Wilson

Co-Presenter 1: Eithne Ellis

Co-Presenter 1 Bio: Eithne Ellis is an Occupational Therapist who has worked in school-based service for 23 years. She currently works as an Assistive Technology Consultant for the High Incidence Accessible Technology team (HIAT) and is an Adjunct Professor at Towson University.

Co-Presenter 1 Financial Disclosures: Employed by Montgomery Co Schools. Receiving a speakers fee.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Using the PAR to Inform Instruction and Decision Making: Advanced

Lead Presenter: Linda Wilson

CE Code: 63382

**CE Type:**  
- [ ] IACET  
- [x] ASHA  
- [x] PT  
- [ ] ACVREP

**Description:** In this session, participants will have the opportunity to ask questions and interact with each other regarding their own experience using PAR and uPAR. Participants will learn about the policy and practice around text-to-speech and reading accommodations for students with dyslexia. Please bring your own device.

**Objectives:**

A. Define one process of evidence-based practice.

H. Examine one AT evaluation and assessment strategy.

K. Describe one strategy to support student engagement and participation.

L. Design one aspect of professional development for public school personnel.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the **None** and/or **PAR assessment tool**.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Linda Wilson

**Lead Presenter Bio:** Linda Bastiani Wilson is a special educator and assistive technology specialist. She is currently the leader of the High Incidence Accessible Technology (HIAT) team in Montgomery County Public Schools, Maryland. She is the co-author of the Protocol for Accommodations in Reading (PAR), Don Johnston, 2012.

**Lead Presenter Financial Disclosures:** Receiving a speaker fee

**Lead Presenter Non-Financial Disclosures:** None
Title: Using the PAR to Inform Instruction and Decision Making: Advanced

Lead Presenter: **Linda Wilson**

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<th>Co-Presenter 1:</th>
<th>Eithne Ellis</th>
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<td>Co-Presenter 1 Bio:</td>
<td>Eithne Ellis is an Occupational Therapist who has worked in school-based service for 23 years. She currently works as an Assistive Technology Consultant for the High Incidence Accessible Technology team (HIAT) and is an Adjunct Professor at Towson University.</td>
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| Co-Presenter 1 Financial Disclosures: | Employed by Montgomery Co Schools. Receiving a speakers fee. |
| Co-Presenter 1 Non-Financial Disclosures: | None |

| Co-Presenter 2: | None |
| Co-Presenter 2 Bio: | |

| Co-Presenter 2 Financial Disclosures: | |
| Co-Presenter 2 Non-Financial Disclosures: | |

| Co-Presenter 3: | None |
| Co-Presenter 3 Bio: | |

| Co-Presenter 3 Financial Disclosures: | |
| Co-Presenter 3 Non-Financial Disclosures: | |
Title: Go and Show Vocabulary Instruction

Lead Presenter: Nicole Wingate

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<td>Session: C</td>
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**Description:** Go and Show Vocabulary is an instructional method that was developed to meet the needs of our growing population of AAC users in our rural, public school. Utilizing evidence based practices paired with successful classroom experiences, Go and Show Vocabulary was created to help others in the field immerse emergent AAC users in situations that will elicit targeted vocabulary and develop natural communication skills.

**Objectives:**

D. Describe one generalized model of AAC delivery.
A. Define one process of evidence-based practice.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. **YES**

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Nicole Wingate

**Lead Presenter Bio:** Nicole Wingate, M.A. CCC-SLP, is a graduate of Ball State University with a bachelor’s of science degree in speech-language pathology and audiology and a master's in speech-language pathology. She has worked in a public school setting for 18 years. She is passionate about optimizing her students’ communication abilities so that they may become competent communicators. Wingate has co-presented at PATINS, Indiana Principals’ Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud. Nicole has had guest posts on the AAC Language Lab and PrAACtical AAC and is a certified LAMP professional.

**Lead Presenter Financial Disclosures:** I am employed by Bluffton Harrison, MSD. I am co-owner of Speak UP, LLC.

**Lead Presenter Non-Financial Disclosures:** None
Title: Go and Show Vocabulary Instruction

Lead Presenter: Nicole Wingate

Co-Presenter 1: Angela Sheets

Co-Presenter 1 Bio: Angela Sheets is a graduate of Ball State University with a bachelor's degree in special education. She has taught elementary intense interventions for 18 years. She is passionate about designing access for all students to meet their greatest potential. Sheets is also a parent of a child who has cerebral palsy, who is an assistive tech user. Sheets has co-presented at PATINS, Indiana Principals’ Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud.

Co-Presenter 1 Financial Disclosures: I am employed by Bluffton Harrison, MSD. I am co-owner of Speak UP, LLC.

Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: "Low-Tech Assistive Technology Options for Written Production and Communication in the Classroom."

Lead Presenter: Candace Woliver

CE Type:  X  IACET  X  ASHA  X  PT  X  ACVREP  6/20/2019  11:20-12:20  Session: E  Room: 204

Description: Learn about various low tech assistive technology options for both written production and communication in the classroom. Low tech options reviewed are often much more cost-effective and provide a good stepping stone to build on for use of higher tech devices if needed. CoreBoards, adaptive papers, writing strategies, adaptive writing utensils, simple eye gaze communication, and basic word processors will be discussed.

Objectives:
D. Describe one generalized model of AAC delivery.
G. Explore two AT implementation strategies.
K. Describe one strategy to support student engagement and participation.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Candace Woliver

Lead Presenter Bio: Candace Woliver is a proud graduate of Texas A&M University where she earned a B.S in Psychology, she then attended Winston-Salem State University in North Carolina where she earned a M.S. in Occupational Therapy. She has been an occupational therapist for going on 10 years and currently works in the school setting in Pearland ISD. In addition to school based therapy, Candace has also worked with specialty populations such as spinal cord injury, brain injury, and burns.

Lead Presenter Financial Disclosures: Employed by Pearland ISD

Lead Presenter Non-Financial Disclosures: None
Title: "Low-Tech Assistive Technology Options for Written Production and Communication in the Classroom."
Lead Presenter: Candace Woliver

Co-Presenter 1: Erina Mathew
Co-Presenter 1 Bio: Erin is an occupational therapist in Pearland ISD and works with AT.

Co-Presenter 1 Financial Disclosures: Employed by Pearland ISD.
Co-Presenter 1 Non-Financial Disclosures: None

Co-Presenter 2: None
Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:
Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None
Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:
Co-Presenter 3 Non-Financial Disclosures:
Title: Getting to Yes: Ways to Increase Exposure and Interest in Assistive Technology Supports

Lead Presenter: Tonya Wong

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**Description:** AT Coordinators occasionally encounter resistance to implementation, new products or ideas, or other supports that impact student success. Through personal interview/survey (both those who have accepted and rejected suggestions), research, and experience, we offer a variety of ideas to support faculty and staff in the acceptance of AT products and services.

**Objectives:**
G. Explore two AT implementation strategies.
L. Design one aspect of professional development for public school personnel.

**HIPAA Requirements:** To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies. YES

**Patent and/or Exclusive product or program statements:** I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

**Presenter Disclosures:**

**Lead Presenter:** Tonya Wong

**Lead Presenter Bio:** During her 20-year career as a speech-language pathologist, Tonya has gained experience with a variety of communication modalities, writing supports, visual supports, and other assistive technology (low-, mid-, and high-tech). She began her career in early intervention in Oklahoma City, moved to the public school setting when her children became school-aged, and has been with Pine Tree ISD for the past five years (4 of them as the assistive technology coordinator). As a Texas-licensed, nationally-certified speech-language pathologist, she is a member of the AAC Special Interest Group through ASHA and a member of TSHA.

**Lead Presenter Financial Disclosures:** Employed by Pine Tree ISD

**Lead Presenter Non-Financial Disclosures:** None
**Co-Presenter 1:** Tarah Todd  
**Co-Presenter 1 Bio:** Prior to becoming a speech-language pathology assistant for Pine Tree ISD, Tarah provided services in ABA for students with autism and through ECI for infants and toddlers with developmental delays. Currently, Tarah provides behavioral and visual supports, as well as speech therapy, for behaviorally and communicatively complex students in conjunction with her supervising SLP.

**Co-Presenter 1 Financial Disclosures:** Employed by Pine Tree ISD  
**Co-Presenter 1 Non-Financial Disclosures:** None

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**Co-Presenter 2:** Amy Johnson  
**Co-Presenter 2 Bio:** Prior to obtaining certification as a special education teacher, Amy provided services to families as a social worker. Throughout her educational career, Amy has specialized in educating students with complex behavioral, physical, and communication needs. She sets high standards for herself and her students, and creatively problem solves to ensure student success.

**Co-Presenter 2 Financial Disclosures:** Employed by Pine Tree ISD  
**Co-Presenter 2 Non-Financial Disclosures:** None

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**Co-Presenter 3:** None  
**Co-Presenter 3 Bio:** None
Title: Assistive Technology Supports for Executive Functioning Challenges

Lead Presenter: Tonya Wong

CE Type: X IACET X ASHA X PT □ ACVREP  6/20/2019  3:00-4:30  Session: G  Room: 202

Description: Executive Functioning is the ability to manage daily life—attention, memory, impulse control, organization, problem solving, etc. Students with a variety of challenges (ADHD, autism spectrum disorders, TBI, concussion, etc.) demonstrate difficulty with one or more areas of executive functioning, and can be taught to use strategies (low, mid, or high-tech) that will improve outcomes in classroom success as well as vocational performance.

Objectives:
F. Identify two inclusion strategies for individuals who use technology.
K. Describe one strategy to support student engagement and participation.
M. List two vocational supports for students who use AT.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By clicking “YES”, presenters certified that they are in compliance with these policies. YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or None

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Tonya Wong

Lead Presenter Bio: During her 20-year career as a speech-language pathologist, Tonya has gained experience with a variety of communication modalities, writing supports, visual supports, and other assistive technology (low-, mid-, and high-tech). She began her career in early intervention in Oklahoma City, moved to the public school setting when her children became school-aged, and has been with Pine Tree ISD for the past five years (4 of them as the assistive technology coordinator). As a Texas-licensed, nationally-certified speech-language pathologist, she is a member of the AAC Special Interest Group through ASHA and a member of TSHA.

Lead Presenter Financial Disclosures: I am employed by Pine Tree ISD.

Lead Presenter Non-Financial Disclosures: None
Title: The SETT Framework: A Steadfast Friend in Changing Times

Lead Presenter: Joy Zabala

CE Code: 67927

CE Type:  

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6/19/2019  8:30-11:30  Session: A  Room: 206

Description: Technologies change! Expectations change! Policies change! Learners change! Come learn about how, through all these changes, the SETT Framework flexes and remains a steadfast support for families and educators working collaboratively to identify and support the use of the “right” combination of materials, devices and services that learners can use to do what they need/want to do where and when they need/want to do it!

Objectives:

L. Design one aspect of professional development for public school personnel.
K. Describe one strategy to support student engagement and participation.
A. Define one process of evidence-based practice.

HIPAA Requirements: To comply with the Health Insurance Portability and Accountability Act (HIPAA), we ask that all course planners and instructional personnel insure the privacy of their patients/clients by refraining from using names, photographs, or other patient/client identifiers in course materials without the patient’s/client’s knowledge and written authorization. By Clicking “YES”, presenters certified that they are in compliance with these policies.  YES

Patent and/or Exclusive product or program statements: I or my organization have developed and patented a licensed technology trademarked as the None and/or I am the developer of the SETT Framework, a non-commercial product, which will be the focus of this session. The presentation will also include how the SETT Framework connects to SEA and LEA processes and practices, and other initiatives.

Because there are no other like-kind products available, this session will only cover information that pertains to the effective and

Presenter Disclosures:

Lead Presenter: Joy Zabala

Lead Presenter Bio: Joy Smiley Zabala, Ed.D., currently at CAST, has been a leader in the use of assistive technology (AT) to improve education and life for people with disabilities for more than three decades. As a general educator, special educator, teacher trainer, and conference speaker, Dr. Zabala has earned international recognition for her work on Universal Design for Learning (UDL), Assistive and Accessible Technologies, and Accessible Educational Materials (AEM). Dr. Zabala is the developer of the SETT Framework (http://www.joyzabala.com/) and a co-founder of QIAT (Quality Indicators for Assistive Technology) and the facilitator of the QIAT List (http://www.qiat.org She is a strong support of UDL, Accessible and Assistive Technologies, and Accessible Materials as complementary supports for improving the educational participation and progress of all learners.

Lead Presenter Financial Disclosures: I am an independent consultant who receives speaking fees and honoraria for contracted engagements. I receive royalties as an author of the Quality indicators for Assistive Technology (QIAT) book. In addition to being an independent consultant, I am a half-time salaried employee of CAST where I am involved with Universal Design for Learning.

Lead Presenter Non-Financial Disclosures: I am the developer of the SETT Framework. I am a co-author of the book, Quality Indicators for Assistive Technology (QIAT)I and serve on the QIAT Leadership Team.
Co-Presenter 1: Diana Carl

**Co-Presenter 1 Bio:** Diana Foster Carl, M.A., L.S.S.P., has more than 35 years of experience in various capacities in public education and in leadership roles in national, statewide and regional organizations. Carl is a former Director of Special Education Services at Region 4 Education Service Center and lead facilitator of the Texas Assistive Technology Network (TATN). Currently she contracts with CAST as the Special Projects Coordinator for the National Center on Accessible Educational Materials, serves as the Leadership Strand Advisor for the ATIA Conference, and, as a founding member of the Quality Indicators for Assistive Technology (QIAT), serves on the QIAT Leadership Team.

**Co-Presenter 1 Financial Disclosures:** Diana Carl is an independent consultant who receives speaking fees and honoraria for contracted engagements. She receives royalties as an author of the Quality Indicators for Assistive Technology (QIAT) book. She also contracts with CAST where she is the Special Projects Coordinator for the National Center on Accessible Educational Materials.

**Co-Presenter 1 Non-Financial Disclosures:** Diana Carl is a co-author of the book, Quality Indicators for Assistive Technology (QIAT) and serves on the QIAT Leadership Team.

Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Breaking Down Barriers to Learning with UDL, AT and AEM

Lead Presenter: Joy Zabala

CE Type:  X  IACET  X  ASHA  X  PT  □  ACVREP  6/19/2019  1:00-4:00  Session: B  Room: 104

Description: When goals, assessments, methods and materials are proactively designed and implemented according to the principles and practices of UDL, barriers to learning are lowered for many learners, but what about learners with more intensive support needs? Come build upon the firm foundation of UDL to identify remaining barriers that some students experience and consider how AT, accessible materials and technologies, and other supports and services can break down the barriers to the achievement of all students.

Objectives:

F. Identify two inclusion strategies for individuals who use technology.
K. Describe one strategy to support student engagement and participation.

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Because there are no other like-kind products available, this session will only cover information that pertains to the effective and safe use of the above-named products and/or information on similar or related product, service or program will not be included.

Presenter Disclosures:

Lead Presenter: Joy Zabala

Lead Presenter Bio: Joy Smiley Zabala, Ed.D, currently the Director of Technical Assistance at CAST, has been a leader in the use of assistive technology (AT) to improve education and life for people with disabilities for more than three decades. As a general educator, special educator, teacher trainer, and conference speaker, she has earned international recognition for her work on Universal Design for Learning (UDL), Assistive and Accessible Technologies, and Accessible Educational Materials (AEM). Dr. Zabala is the developer of the SETT Framework (http://www.joyzabala.com/), a co-founder of QIAT and the Education Program Chair for ATIA.

Lead Presenter Financial Disclosures: I am an independent consultant who receives speaking fees and honoraria for contracted engagements. I receive royalties as an author of the Quality indicators for Assistive Technology (QIAT) book. In addition to being an independent consultant, I am a half-time salaried employee of CAST where I am involved with Universal Design for Learning.

Lead Presenter Non-Financial Disclosures: I am the developer of the SETT Framework. I am a co-author of the book, Quality Indicators for Assistive Technology (QIAT) and serve on the QIAT Leadership Team.
Co-Presenter 1: Diana Carl

Co-Presenter 1 Bio: Diana Foster Carl, M.A., L.S.S.P., has more than 35 years of experience in various capacities in public education and in leadership roles in national, statewide and regional organizations. Carl is a former Director of Special Education Services at Region 4 Education Service Center and lead facilitator of the Texas Assistive Technology Network (TATN). Currently she contracts with CAST as the Special Projects Coordinator for the National Center on Accessible Educational Materials, serves as the Leadership Strand Advisor for the ATIA Conference, and, as a founding member of the Quality Indicators for Assistive Technology (QIAT), serves on the QIAT Leadership Team.

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Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: Deliberating and Documenting AT and AEM in the IEP

Lead Presenter: Joy Zabala

CE Code: 73078

CE Type:  X IACET  X ASHA  X PT  □ ACVREP  6/20/2019  1:20-2:50  Session: F  Room: 207

Description: Educators and parents often have questions about including assistive technology (AT) and accessible educational materials (AEM) in IEPs. Join Joy and Diana for a fast-paced discussion of seven places in the IEP development process where AT and AEM can be deliberated and documented.

Objectives:
A. Define one process of evidence-based practice.
K. Describe one strategy to support student engagement and participation.

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Presenter Disclosures:

Lead Presenter: Joy Zabala

Lead Presenter Bio: Joy Smiley Zabala, Ed.D., has been a leader in the use of assistive technology (AT) to improve education and life for people with disabilities for more than three decades. As a general educator, special educator, teacher trainer, and conference speaker. She is the developer of the SETT Framework (http://www.joyzabala.com/) and a co-founder of QIAT. Dr. Zabala is the Director of Technical Assistance at CAST, where she previously co-directed the National Center on Accessible Educational Materials (AEM Center) and currently serves as the Principal Investigator for the Center on Inclusive Technology & Education Systems (CITES). She has earned international recognition for her work on Universal Design for Learning (UDL), Assistive and Accessible Technologies, and Accessible Educational Materials (AEM).

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Lead Presenter Non-Financial Disclosures: Joy Zabala is the developer of the SETT Framework and a co-author of the book, Quality Indicators for Assistive Technology (QIAT). She serves on the QIAT Leadership Team
Title: Deliberating and Documenting AT and AEM in the IEP

Lead Presenter: Joy Zabala

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Co-Presenter 2: None

Co-Presenter 2 Bio:

Co-Presenter 2 Financial Disclosures:

Co-Presenter 2 Non-Financial Disclosures:

Co-Presenter 3: None

Co-Presenter 3 Bio:

Co-Presenter 3 Financial Disclosures:

Co-Presenter 3 Non-Financial Disclosures:
Title: We've Come a Long Way Baby!: Twenty-Five Years of AT Progress in Texas Schools

Lead Presenter: Joy Zabala

CE Code: 73179

Description: Remember the Wolf, LightTalker, Unicorn Board and AFC? Remember when there was no AT Team Training? Remember when there was no TATN? Remember when there was no SETT Framework or QIAT? No? Come add your story to a celebratory glimpse of the past, present and future of AT in Texas Schools.

Objectives:

E. Appraise one advance in emerging assistive technologies.
J. Formulate two strategies for parent involvement/support/training.
L. Design one aspect of professional development for public school personnel.

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Title: We've Come a Long Way Baby!: Twenty-Five Years of AT Progress in Texas Schools

Lead Presenter: Joy Zabala

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