

TAAT 2018 CONFERENCE AGENDA

THURSDAY, NOVEMBER 29, 2018

8:00 – 8:15 AM

Welcome and Opening Address

Room: Salons 1-4

Vendors open in Palomino Room 8:00 - 4:00 TODAY only

8:15 – 9:15 AM

Opening General Session:

Thinking in Core: A Year of Core Vocabulary in an Inclusive Pre-K Setting

Lori Binko and Lori Goehrig

Room: Salons 1 - 4

Skill Level: Beginner

Presentation Focus: AAC/Speech and Communication Interventions

This session will walk through the journey of implementation of core vocabulary in the inclusion prekindergarten setting, with its trials and errors and surprising results. A big challenge to teaching core is meeting learners at an appropriate level, especially within inclusive and diverse environments. The shift must happen within the adults' way of thinking. When adults begin "Thinking in Core", their instruction becomes infused with intentional modeling and a natural scaffolding. As a result of this shift, students demonstrate not only an increase in language and literacy as evidenced by classroom assessment data and work samples, but also an increase in social skill development through peer modelling. We will illustrate how Core Vocabulary in the early childhood setting promotes higher level language, thinking skills, and social interactions for all children.

- TLW be able to name at least two alternate access methods for AAC.
- TLW describe basic rationale behind use of the three major alternate access methods (eyegaze, headpointing, switch access).
- TLW successfully demonstrate use of at least one alternate access method during hands-on directed trials.

Low and High Tech Solutions to Support Fine Motor Growth and Development

Judy Naidoo and Nan Woodbury

Room: Mustang/Quarter Horse

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Education and Learning, Preschool - Grade 12

Join us for this hour long session that explores different tools and strategies that help promote fine motor skills. Did you know that poor posture can effect fine motor skill up to 10% or more? That undeveloped hand arches prevent proper grasp and manipulation of tools? Or, that unaddressed hand tactile issues can totally derail a simple cutting activity? Or, better yet...that there are a lot of free and inexpensive web based programs that focus on needed fine motor skills that kids actually like?

During this session we will answer these questions, provide practical strategies, suggest tools, and briefly explore the many areas that affect fine motor skills and interventions that can be used within the classroom setting and be incorporated into small group activities.

- TLW be able to identify the three arches of the hand and how they contribute to hand grasp functions and fine motor skills.
- TLW identify three tools and two strategies available to support and promote hand function in academic tasks.
- TLW be able to identify three websites and programs that promote fine motor skills using iPad or computer.

Alternate Assessment Based on Alternate Achievement Standards for Students with Moderate/Severe ID: Using the NCSC Wiki Resources

Luann Ley Davis and Memory Schwartz Turner

Room: Franklin

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: State AT Programs and Related Disability Support Services

The National Center and State Collaborative is a project led by five centers and 24 states, building an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The shared goal of the NCSC partners is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

During this session, participants will be walked through how to access the NCSC Wiki Resources, the UDL Instructional Units scripted instruction in the form of Math Activities for Scripted Systematic Instruction (MASSIs) and Language Arts Sample Systematic Instruction Script (LASSIs). The scripts present instruction in grade bands 3-5, 6-8 and high school and help teachers to build understanding using real-life word problems

and hands-on activities aligned to grade-level content. Both the MASSIs and the LASSIs provide data sheets and skills tests that can be used for monitoring progress towards mastery and the skill test can be used to practice responding in a testing context. Participants also will be taught how to use the ready-made grade aligned lessons and assessments that they can access to use in their classrooms. This session will provide teaching scripts for teachers who may not have extensive training in systematic instruction.

- TLW learn how to access the National Center and State Collaborative Wiki website.
- TLW receive demonstration on how to access pre-made resources.
- TLW learn how to use Common Core State Standards, Common Core Connectors, Learning Progressions, and Element Cards.
- TLW become familiar with Content Modules and Curriculum Resource Guides.
- TLW learn how to navigate the Instructional Resource Guide based on Evidence-based Practices.
- TLW receive demonstration on how to print and use Scripted Systematic Instruction, Universal Design for Learning Units, and Assessment tools.

Introduction to Proloquo2Go: The Basics

Susan Holton

Room: Williamson

Skill Level: Beginner

Presentation Focus: AAC/Speech and Communication Interventions

** In order to participate fully with this hands-on session, attendees should bring a mobile device equipped with the latest version of Proloquo2Go.

Proloquo2go provides an outstanding, inexpensive means for providing AAC intervention with a mobile device. In this BEGINNER LEVEL session, we will introduce the app and its many features, explore the navigational interface, and provide instruction for basic development of communication pages. The app now boasts "core vocabulary" that makes programming for students so much easier and more appropriate. It also has fun and motivating features that encourage students to communicate. We will show you how you can use the app to develop AAC programs that meet individual communication needs and are encouraging and entertaining for your students.

- TLW identify and describe the process for determining which Proloquo2go vocabulary best suits a student's needs.
- TLW demonstrate competency with navigation of user interface.
- TLW demonstrate ability to back-up and restore students' programs and move folders from one child's program to another.
- TLW demonstrate the ability to add buttons and customize with different images, voices, expressions and sounds.

Family and Users' Perspectives on Alternative and Augmentative Communication

Katie Clouse and Alexandra DaFonte

Room: Salon 1 - 2

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

Approximately 4 million people in the United States have complex communication needs (CCN) that warrant the use of augmentative and alternative communication (AAC; Beukelman & Mirenda, 2013). Individuals with CCN benefit from the AAC systems use as it assists them in independence and self-advocacy during any communicative interactions. Despite the extensive number of individuals being supported with AAC systems, evidence suggests that families and users' of AAC have varying perspectives about the outcomes of the AAC system and the services being provided (Kulkarni & Parmar, 2017). This presentation will outline the research in these areas, the perspectives of both families and users of AAC, and discuss ways professionals can decrease the barriers identified by the literature to better support families and users during the acquisition, services provision, and follow up.

- TLW be able to list factors that have led to positive perspectives and outcomes of AAC user and their families.
- TLW be able to list factors that have led to negative perspectives and outcomes of AAC user and their families.
- TLW be able to describe challenges faced by families and users of AAC.

Head, Shoulders, Knees, and Toes: Alternate Access for AAC

Claire Campbell

** Assistive Technology Works Representative

Room: Salon 3 - 4

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: Augmentative & Alternative Communication, Autism Supports, Cognitive/Learning Disabilities, Evidence-based Practices, Speech/Language Interventions, Applicable to K-6 grades

Finding the right AAC device and access method for individuals with complex motor involvement can be challenging and overwhelming. This course will introduce the basics of alternate access and allow participants hands-on time to trial different methods of activating devices. General profiles of individuals who may benefit from different access methods will be covered.

- TLW understand the evidence behind the use of Visual Scene Displays, such as Snap Scenes app.
- TLW demonstrate an understanding how to create a visual scene using the Snap Scene app.
- TLW identify 3 activities for speech and language therapy that could be created using the Snap Scenes App.

Introduction to JAWS: Screen Reading Software for the Blind

Byron Meador and Robert Christie

Room: Mustang/Quarter Horse

Skill Level: Beginner to Intermediate

Presentation Focus: AT for Improved Function, AT for Education and Learning

Job Access With Speech, or JAWS, is the world's most popular screen reader, developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output for the most popular computer applications on your PC. This presentation is designed to give instructions for how to use JAWS to navigate the internet, as well as applications such as Word and Outlook, quickly and efficiently without vision through the memorization of keyboard commands and listening for audible cues provided by the program. We will demonstrate how the user is able to move from link to link on web pages, without hearing the unnecessary material between links and move quickly through headings, buttons, edit boxes and many more shortcuts.

With the proper training, a totally blind user of a Microsoft Windows can use their computer with the same efficiency as sighted individuals. The ultimate goal of this training is to provide the user with the necessary skills to obtain and secure employment in the field they desire, and to allow blind individuals to gain the confidence needed to function in the world of technology. Once the use of the software is perfected, a blind user can often navigate their computers faster than people with perfect vision.

- TLW be able to identify educational software programs compatible with JAWS.
- TLW be able to describe the navigational supports integrated into JAWS that enable blind users to access the internet.
- TLW be able to identify students who may benefit from use of JAWS for PC use for academic and/or job training.

Using a Rubric to Evaluate Applications for Individuals with Severe Disabilities

Nicole Wolfe and Alexandra DaFonte

Room: Franklin

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Education and Learning, Preschool - Grade 12, AT for Improved Function, AT Research

As technology is increasingly used for individuals with severe disabilities, it is important for professionals to understand how to choose apps that will be most beneficial. This technology craze continues to increase across all ages. It has been reported that 53% of elementary age students use mobile devices regularly, 66% of middle schoolers, and 82% of high schoolers (Pearson, 2014). This suggests the increased need for effective evaluation of apps students are being exposed to, the purpose of these apps, and how they are being used across settings. This presentation will (1) present and describe five rubrics that are currently available to evaluate apps and the pros and cons of each; (2) outline a newly developed app rubric with the purpose of sharing outcomes of a

study on app evaluations; and (3) share an adapted version of the app rubric designed for individuals with disabilities to evaluate apps.

- TLW be exposed to five rubrics available to evaluate apps.
- TLW be able to list qualities of apps that professionals should look for when choosing apps for individuals with severe disabilities.
- TLW be exposed to a rubric that considers the specific needs of students with disabilities.

Tennessee Talks! The New AT-AAC Project from the TN-DOE

Susan Usery and Regional Project Leaders

Room: Williamson

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions, K-12

The Tennessee Department of Education has just launched a five-year, grant funded initiative to provide support for staff/schools serving students with complex communication needs. Designed to offer hands-on assistance and statewide resources, the 'Tennessee Talks' project addresses the need for AAC training and interventions. Through the designation of four regional AT-AAC program centers, the project will be working to bring expertise and trainings to districts across the state through the formation of professional learning communities. Staff from the project can now offer onsite consultations, support for the AAC assessment process, and access to newly created lending libraries for low-to-high tech communication devices as well as AAC resources and materials. In this session, you will meet the regional leader for each center and hear in greater detail about the full scope of services available to schools.

- TLW be able to identify the responsible team leader for their home service region.
- TLW be able to describe the primary goals of the newly created AT-AAC Project and how their staff may receive services
- TLW be able to determine which students within their districts might be candidates for participation with this project

Using Low Tech Visual Supports to Scaffold to a New High Tech AAC System

Teresa Vaughn

Room: Salon 1 - 2

Skill Level: Intermediate

Presentation Focus: AAC/Speech and Communication Interventions

A case study presentation of one young boy's journey of advancing to a high tech AAC system, LAMP. We will go on a video tour of several months of treatment as he advances from receiving his device through his progression of independently creating multi-word messages. Along the way you will see how low tech visual supports and structured activities enhanced his comprehension for a more complex system by linking what he already knew to the new system.

- TLW be able to describe strategies and activities to work on in preparation of the arrival of a new high tech AAC device.
- TLW be able to define and describe examples of teaching strategies to familiarize a new learner with a high tech AAC device.
- TLW be able to identify supports that will enhance learning of a high tech AAC device.

Caregivers, Too: Resources, Training and Carryover for AAC

Lena Dimit and Erika Mangan

Room: Salon 3 – 4

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

In order to generalize use of AAC systems, individuals with complex communication needs must be supported across environments. One major challenge for carry over and generalization comes in providing support and resources to caregivers who may feel hesitant to embrace technology. Our interactive session will provide helpful tools and resources that can be easily shared with caregivers to promote consistency of AAC use across settings. Together, we will generate creative solutions that can be applied to your caseloads to set up caregivers for success and encourage use of AAC supports in the home and community. We will provide simple and effective strategies to encourage and empower caregivers to become an integral part of the user's AAC team.

- TLW be able to identify multiple ways to support and encourage caregiver involvement with high and low tech AAC use.
- TLW be able to locate materials and resources for sharing with caregivers for successful carryover of AAC in any type of communication environment.
- TLW be able to describe examples of carryover activities that are accessible to caregivers and others who are working with AAC users.

LUNCH ON YOUR OWN 11:45 AM – 1:00 PM

A list of area restaurants is available at the registration desk.
Sessions will resume promptly at 1:00 pm.

We have invited a special group of assistive technology providers to showcase their programs and products TODAY ONLY. Please visit them in the foyer to see what's new and get your questions answered.

Eye Tracking as an Access Method

Casey Lacefield

** Tobii Dynavox Representative

Room: Mustang/Quarter Horse

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

This session is designed for professionals and caregivers that are interested in learning about the basics of eye tracking as an access method for communication and environmental controls to further promote independence for persons with no other access method. It will consist of a brief presentation and break into groups for an opportunity to trial Tobii-Dynavox eye tracking hardware and software solutions.

- TLW be able to describe ways to integrate eye tracking hardware and software with AAC language systems to address communication, social, and academic goals.
- TLW be able to identify and distinguish the different language systems and page sets that can be used with eye tracking.
- TLW be able to describe at least two communication partner strategies that can be used to support successful communication through gaze interaction.

Behavior Interventions and AT-AAC

Elizabeth Ginder and Cresanna Kahrl

Room: Franklin

Skill Level: All levels

Presentation Focus: AT for Education and Learning, AT for Improved Function, AAC/Speech and Communication Interventions

This session is designed to give participants a brief overview of behavior interventions that can be applied for those some form of AT-AAC. Participants will learn to identify the functions of behaviors and how to address challenging behaviors through the use of functional communication training. We will discuss case studies involving the use of low-tech to high-tech communication devices and how we can use these systems to decrease challenging behaviors such as self-injury, tantrums, and aggression.

- TLW be able to describe the main functions of behavior.
- TLW be able to describe one intervention that can be implemented using the child's communication (AT-AAC) device to decrease stereotypic behaviors.
- TLW be able to identify and describe ways to use communication as a replacement behavior for challenging behaviors
- TLW be able to describe at least two ways BCBA's and SLPs can successfully collaborate to replace behaviors with functional communication.

Signal Centers' Chatter Camp for AAC Users

Molly Littleton, Beverly McGregor, and Pam Hudson

Room: Williamson

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

Since June 2015, Signal Centers has held Chatter Camp each summer. It is a full week of interactive, fun-filled activities designed specifically for children from 5 to 12 years' old who use augmentative and alternative communication systems (AAC). Campers focused on communication skills and social skills with activities including indoor and outdoor crafts, books, games, and technology. Chatter Camp is an opportunity for the campers to meet and interact with other Minspeak/Unity and LAMP users in a day camp environment.

Each year Chatter Camp has proven to be more successful than the previous. 2018 was no exception! The fourteen campers came from 11 different schools. During the week, the army of professional staff was dominated by volunteers (Special Education Teachers, Occupational Therapists, Speech Therapists and Assistive Technology Specialists) from Walker County(GA), Catoosa County(GA), and Hamilton County(TN). Come learn about this unique summer camp!

- TLW be able to describe how the unique Goals and Objectives of this summer camp experience carryover into daily communications using AAC.
- TLW be able to understand and describe the framework and organizational structure of Signal Centers' Chatter Camp.
- TLW be able to describe examples of the theme-based activities that are woven throughout each day, all emphasizing acquisition of CORE vocabulary for each camper.

LessonPix 101

Karen Moffatt and Rebecca Barr

Room: Salon 1 - 2

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC, Accessible Educational Media, Autism Supports, Curriculum Modification/Differentiated Instruction, Technology Integration, Universal Design for Learning

Bring your devices for this hands on session. LessonPix is one of the most popular online programs for creating unlimited of custom, personalized learning supports. From to schedules to social stories to AAC device templates, this program has all the features you need. Learn how to create working lists, custom pictures, import your photos and share what you have made. Each participate will create at least 2 activities (even if you don't have an account).

- TLW be able to independently navigate the Lessonpix website, including location of the available template options.
- TLW be able to use the advanced features of LessonPix when creating a visual activity.
- TLW independently create a minimum of two LessonPix activities by end of this session.

Technology Toolbox for Educators

Janice Ramsey and Shannon Cook

Room: Salon 3 - 4

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Education and Learning, Preschool - Grade 12

Technology provides numerous tools that teachers can use to enhance student learning. Integrating technology into the classroom is an effective way to connect with students of ALL learning styles! Session participants will see examples of technology tools that can be used to enhance the educational environment in the areas of assessment, communication, engagement, and learning outcomes. You will definitely leave this session with more tools in your technology toolbox!

- TLW investigate and demonstrate the use of technology resources to support instructional strategies that address the multiple learning styles of all students.
- TLW investigate and demonstrate the use of technology resources to support instructional strategies that address the needs of special education populations.
- TLW investigate and demonstrate the use of technology resources to support instructional strategies that engage students in learning activities and support communication in all forms.

2:15 – 3:15 PM

TN.AT4ALL.com - Solving Problems in AT Equipment and Data Management

Lorrie Willbergh Crockett and Jenny Newby

Room: Mustang/Quarter Horse

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: State AT Programs and Related Disability Support Services

Overview of the TN.AT4ALL database.

ETTAC has partnered with the Nebraska AT4ALL after a long process to better manage equipment inventory and lending, overdue loans, data reporting, and more. We have customized their system to be able to take client notes and communicate better with our clients and staff. Participants will also learn the process that development played in our problem solving.

Why should you come to this session?

Schools partnering with the AT-AAC Grant in participating regions will obtain information about how you can use the system: Learn about devices, how you can get a demonstration or loaned equipment and even manage the AT inventory in your schools. We all have things in the closet that another teacher or therapist can use! Our system can help you see what is in your district and keep up with the location of your devices. Take data on the equipment you use to justify spending. We are also constantly linking more resources on the site so families, educators and therapists can not only borrow equipment but can access the manual, trainings, and

tips & tricks!

- TLW be able to access the TN.AT4ALL database to request equipment demonstration, loan or giveaway.
- TLW be able to use TN.AT4ALL to find resources for training on a device.
- TLW be able to identify and locate the data collection forms available for use and how to use the data export function to create reports easily.

S-P-E-L-L-I-N-G it out: How to address writing and spelling needs of children who use AAC

Jillian McCarthy

Room: Franklin

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

It is well documented that children who use AAC strategies must be able to spell or write in order to access fringe vocabulary not programmed into their device. However, the majority of children who use AAC strategies struggle with spelling, and in turn writing. This session will address three key pieces to understanding and implementing writing and spelling strategies in the classroom setting for children who use AAC. First, the current state of the science regarding spelling and writing with children who use AAC strategies will be reviewed; followed by video examples of specific, evidence-based strategies that can be used individually and in small or large group settings; and finally identifying how to relate these strategies back to the Tennessee State Standards. It is time to pick up your keyboard and S-P-E-L-L it out.

- TLW be able to identify at least two improvements and two areas of need in the current research literature with regarding spelling and writing interventions for children who use AAC.
- TLW be able to discuss at least two evidence-based spelling and/or writing strategies that can be used with children who use AAC strategies in either individual or group settings.
- TLW be able to describe how at least two evidence-based spelling and/or writing strategies that can be use with children who use AAC relate to the Tennessee State Learning Standards.

Can You Read and Write?

Emily Darr and Shelia Garner

Room: Williamson

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Education and Learning, Preschool - Grade 12

Students with disabilities can be successful in the general education classroom with technology supports. This session will focus on a group of students and how technology accommodations have helped them be successful in the classroom and at home. We will view their journey of what tools the students and teachers have used and how they have used them with assignments.

- TLW identify specific technology strategies used to help students with learning disabilities be successful in the general education classroom.

- TLW be able to describe tools to use for specific learning needs for writing supports in English/Language Arts and Math.
- TLW be able to identify Google Apps to support writing supports for students with learning disabilities.

Tell Me Program: A Resource Guide to Creating an AAC Camp

Morgan Brannon

Room: Salon 1- 2

Skill Level: All levels (Beginner to Advanced), Beginner

Presentation Focus: AAC/Speech and Communication Interventions, AT for Education and Learning, Preschool - Grade 12

This session will cover how to utilize the Tell Me Program and other free resources to customize and create an AAC summer camp and/or preschool language group. During this session, professionals will receive a guide on how to adapt the Tell Me Program to meet the communication needs of the children they serve. In addition, professionals will learn how to pair other free resources and low-cost therapy materials to create an engaging therapeutic environment that encourages communication and peer interaction. Professionals will also be provided the opportunity to ask questions and collaborate with other professionals on how best to use the variety of resources presented with the children they serve.

- TLW be able to define the process used to create, implement, and adapt the Tell Me Program to design a preschool AAC summer camp with a small group of complex communicators.
- TLW be able to identify and locate resources, examples, and sample lesson plans with carry-over home practice and strategies of documenting growth for small group AAC preschool groups and/or AAC camps.
- TLW will collaborate with other professionals to identify creative ways to implement the Tell Me Program and other resources reviewed to assist a variety of children with complex communication needs.

A Decision Matrix: Supporting the Identification and Individualization of Communication Systems

Rachel Young, Nicole Wolfe, and Alexandra DaFonte

Room: Salon 3 - 4

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

The assessment process and identification of a communication system is a challenging task. It requires multiple layers of assessment and systematic observation of the student with complex communication needs. To more effectively identify a communication system, this process should follow a feature matching procedure (Pitt & Brumberg, 2018). That is, consider the specific characteristics of the student to ensure that the system facilitates language development and independence (Lund et al., 2017). By the end of this process, the evaluator should be able to outline the specific needs of the student, the strengths, their interest, and best system match. This presentation will (1) outline the importance and key elements of feature matching; (2)

describe currently available feature matching forms, their pros, and cons; and (3) present a decision matrix to help teachers and related service providers to more effectively recommend a system to students with CCN.

- TLW be familiar with various assistive technology feature matching evaluation forms
- TLW be able to outline the various features to consider when selecting a communication system.
- TLW be exposed to a decision matrix to more effectively outline the needs of the students and identify the most appropriate communication system.

3:30 – 4:30 PM

The iPad Revolution

Abbey Smith and Alexandra DaFonte

Room: Mustang/Quarter Horse

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Improved Function

Teachers, related service providers, and families are becoming increasingly aware that certain disabilities require the use of technology and assistive technology to support students with disabilities. The increased use of mobile technologies in the classroom, specifically the iPad, has brought controversy to the field (Jackson, 2012). Some have suggested that mobile devices reflect affordability, availability, social acceptance, and ease of operation of technology by students (Light, & McNaughton, 2013). While there has been resistance by schools, teachers, and related service providers to integrate technology into the classroom to maintain current teaching practices (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012), others argue that new technologies provide potential to transform the educational environment (Wartella & Jennings, 2000). This presentation will outline and describe (1) the accessible features of mobile devices; (2) the accessibility features to support the visual, auditory, and motor needs of student with disabilities; and (3) the pros and cons of each of these accessibility features.

- TLW be able to identify the accessibility features on the iPad for students with visual disabilities.
- TLW be able to identify the accessibility features on the iPad for students with hearing disabilities.
- TLW be able to identify the accessibility features on the iPad for students with physical disabilities.
- TLW be able to identify the pros and cons of accessibility features on the iPad.

The ABCs of AAC and Literacy

Claire Campbell

** Assistive Technology Works Representative

Room: Franklin

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

In order to engage in the curriculum meaningfully, AAC users need access to literacy. This session will explore the relationship between high frequency spoken words and early literacy development, including sight words. Strategies for teaching early words and matching to print will be provided. In addition, generalization to composition/writing activities will be discussed.

- TLW state the relationship between core vocabulary and sight words for early readers.
- TLW list at least two ways to provide visual support to assist an AAC user with accessing early sight words on a communication device.
- TLW state two activities that will assist AAC users with access to writing activities for literacy.

The Importance of Parent Training in the AAC Process

Felicia Bowers and Sara Miller-Zane

Room: Williamson

Skill Level: Beginner

Presentation Focus: AAC/Speech and Communication Interventions

This session will discuss the importance of parent training for clients that use Alternative Augmentative Communication skills. Provided instruction will include how to engage and train parents beyond device programming. Tools, videos, and lessons will be provided to guide professionals to train parents for successful integration across multiple settings.

- TLW be able to detail the importance of Parent Training in the AAC process.
- TLW be able to describe techniques, activities, resources, and tools that can lead to successful parental involvement.
- TLW be able to identify strategies that can be used to train parents for successful AAC integration.

Getting to Know Boardmaker Online

John Gagnani

** Boardmaker / Tobii Dynavox

Room: Salon 1 -2

Skill Level: Beginner to Intermediate

Presentation Focus: AAC/Speech and Communication Interventions, AT for Education and Learning, PreK - Grade 12

Have you discovered Boardmaker Online, the newest version of the Boardmaker software you know and love? Come to this session to see how easy it is to address speech, language, behavior, and academic goals using symbol-supported printable and onscreen interactive activities. Learn to create your own materials and access those that others have shared, and how to implement for individual, small group, or classroom instruction throughout the school day.

- Describe 3 benefits of symbol-supported instructional materials for students with special needs.
- List 2 Templates for each area of implementation: Speech, language, behavior support, and academics

- Discuss differentiating for student ability level and access method.
- Describe options for collaboration among professionals on the Boardmaker Online Community.

Introduction to Snap + Core First

Casey Lacefield

** Tobii Dynavox Representative

Room: Salon 3 - 4

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

Still looking for an intuitive AAC software solution that is evidenced-based and easy to implement? Core First is the premier pageset in Snap + Core First software.

- founded on independent research into core words.
 - user friendly and ease of customization when needed (location based OR size based).
 - supported by FREE training resources including Pathways for Core First, Core First Learning and more.
-
- TLW name three communication tools that can be used to promote language and literacy development with an individual who is using the Snap + Core First communication software.
 - TLW describe two methods for easily customizing Snap + Core First communication software to support engagement in routine and novel activities.
 - TLW list three types of positive behavior supports that may be integrated into the Snap + Core First.

FRIDAY, November 30, 2018

8:00 – 9:00 AM

AAC Assessment for Transition

Mike Mann

Room: Franklin

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions, AT for Improved Function, AT Research, State AT Programs and Related Disability Support Services

By the time a student reaches transition, communication habits are difficult to change and require a positive motivational strategy to affect improvements. Two keys to this are having vocabulary that makes speaker and listener want to engage, and having ways to say it quickly. Learn differences in adult environments that dictate a leaner, faster, and more self-assertive vocabulary set to support self-advocacy. Hear about my research on dual-content vocabularies and how they affect motivation to engage. Get step by step instruction on AAC assessment from someone who has conducted hundreds of them for students and adults of all ages.

- TLW understand and describe differences in adult environments and communication styles that affect the selection of vocabulary.
- TLW be able to describe the impact of dual-content vocabularies for positive motivation to communicate with alternative means.
- TLW be able to access and use the step-by-step guide for what to do first, middle, and last when asked to recommend AAC for transitioning students and adults.

Consultations, Collaborations and Conclusions

Terrilyn Ladd and Amber Smithson

Room: Williamson

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Education and Learning, Preschool - Grade 12

In HCDE, the AT Dept. has implemented an AT/OT/PT consult process. Through the consultation process, the teachers have received valuable classroom support/strategies using tools already in their classrooms/programs. The necessary support that the students sometimes need does not always result in an AT evaluation. We will compare the AT consult process and the AT evaluation process; and the AT solutions that have resulted from each process. We will discuss (via roundtable) what types of processes (of obtaining AT supports) occur in other counties.

- TLW be able to describe the components of the comprehensive AT consult process.
- TLW be able to describe the components of the comprehensive AT evaluation process.
- TLW be able to compare and contrast the results/interventions implemented through the AT consult process vs the AT evaluation process in the schools in our county.

Incorporating Technology: A Part of the Journey, Not the Destination

Leigh Ann Harbort and Evan Hughes

Room: Salon 1 - 2

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Education and Learning, Preschool - Grade 12

Technology surrounds us. Sometimes, however, technology can become the end result for our students instead of a means to their goals and materials. In this session, we will show how we incorporate technology into a multi-sensory lesson plan to increase engagement for our students with multiple disabilities and complex accessibility needs. We will also share resources of things that are low or no cost and how we adapt them for student use. We will share some of our modifications to curriculum using technology and how we create a multi-sensory approach while using technology.

- TLW be able to describe how technology can be a tool embedded within a broader lesson plan.
- TLW be able to describe examples of ways to incorporate technology into a multi-sensory lesson.
- TLW identify ways to make accessibility modifications into lesson planning (making switch adapted activities).

**Object Symbols for Low-Incidence Disabilities:
Communication, Schedules, Literacy, and Emergent Writing**

Mary Jane Manley

Room: Salon 3 - 4

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions, AT for Education and Learning, Preschool - Grade 12

How do we expand the expressive language of students with severe low-incidence disabilities utilizing low assistive technology? Object symbols can be utilized with individuals with severe vision impairments, hearing impairments, intellectual disabilities, and more, often in accompaniment with other alternative and augmentative communication (AAC) devices or low assistive technology (AT). This opens avenues for those who cannot access higher forms of AAC and AT to access daily communication, schedules, literacy skills, and emergent writing skills. Participants will explore object symbols as well as accompanying AT materials such as adapted schedules, books, and writing platforms. Information on tactile vocabulary, reading schedules, asking comprehension questions, and sequencing and syntax will be presented. Demonstration of same techniques across different contents (core communication, schedules, reading, and emergent writing) will show how to create a cohesive use of object symbols throughout the school day.

- TLW be able to make and use object symbols intended for daily communicative purposes with individuals with low-incidence disabilities by exploring object representations, object schedules, and tactile symbols.
- TLW be familiar with utilizing real objects and object representations in literacy activities for individuals with low-incidence disabilities by exploring the use of real objects and object symbols for comprehension and sequencing questions.
- TLW be able to describe the process for utilizing objects in emergent sentence writing skills for individuals with low-incidence disabilities by exploring sequencing and syntax with object symbols by the end of the session.

9:15 – 10:15 AM

Interactive PowerPoints: Creating Accessible Content

Ezra Reynolds

Room: Franklin

Skill Level: Intermediate

Presentation Focus: AT for Education and Learning, Preschool - Grade 12

PowerPoint is installed on most educational computers. In lieu of more expensive software geared to special-education needs, PowerPoint can be leveraged to meet many needs for differentiated instruction in a classroom without buying additional software. PowerPoint can do much more than just simple slide shows. PowerPoint can be made to be interactive. Read a book aloud. Build your own switch-accessible activities with just PowerPoint. You can make a book with multiple pathways (such as a choose-your-own-adventure). You

can make a simple augmentative communication device (on par with a Go-Talk). You can make a PowerPoint that scans through choices by itself. This presentation will demonstrate how to make many different types of adaptive and interactive PowerPoint activities.

- TLW be able to identify at least two features that enable PowerPoint to become interactive.
- TLW become familiar with PowerPoint techniques such as hyperlinks, triggers, and transparency.
- TLW be able to identify specific activities that can be adapted with PowerPoint for student use.

Words, Words, Glorious Words! **The Importance and “How To” of Teaching Vocabulary**

Jillian McCarthy

Room: Williamson

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

The National Reading Panel in 2000 proposed that vocabulary instruction was one of the five critical components of reading instruction; thus it is no longer nested under the topic of comprehension. It is well documented that children who use AAC strategies demonstrate weaker overall vocabulary knowledge, thus severely limiting their academics and life participation. This session will address the rationale and need for explicit vocabulary instruction, for both academic and social words, as part of comprehensive literacy program for all students who use AAC strategies. Considerations for assessment, re-assessment, selecting of target words, and evidence-based instruction using Universal Design for Learning (UDL) for vocabulary with small or large groups will be discussed through case studies and video examples.

- TLW be able to discuss the rationale for including explicit vocabulary instruction as part of comprehensive literacy instruction for students, as well as the number of target words research suggests should be taught each week.
- TLW be able to identify at least two evidence-based, UDL strategies for assessing vocabulary to children who use AAC strategies in either individual or group settings.
- TLW be able to describe at least two methods necessary when designing and implementing effective vocabulary instruction with children who use AAC for both academic and social activities.

Take a Journey Through the World of AT in OT!

Erin Melhorn and the OTD class of 2020, University of Tennessee at Chattanooga

Room: Salon 1 - 2

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Improved Function

Come on a journey with us! The occupational therapy students from UTC invite you to get a glimpse into what they have learned about assistive technology this semester! This interactive session will allow you to experience simple toy adaptation, switch creation using household items, 3D printing and much more! Participants will leave with a greater understanding of occupational therapy and how evidence supports the

role of OTs in the assistive technology process. Come by and learn how we can all work together to benefit our clients.

- TLW experience a hands-on approach to learning the role of occupational therapy in 3D printing, toy adaptation, and switch creation to improve independence in client's daily lives.
- TLW understand and describe the role of occupational therapy in the assistive technology profession and the evidence supporting collaboration with OT for improved client success.
- Through this interactive journey, TLW be able to define the value of educating occupational therapy students on various types of assistive technology and its uses.

**AAC Intervention for Older Elementary, Middle School, and High School Students:
A Functional and Evidence Based Approach**

Amanda Oakes and Denise Bryant

Room: Salon 3 - 4

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions

How can we create therapy activities for older elementary, middle school, and high school students that are age appropriate and functional while still honoring each individual's level of communication? In this session we will provide the most up-to-date and current research for AAC treatment through engaging activities, demonstrations, and videos. We will share a variety of helpful and practical resources and tools for creatively targeting functional goals for communication to build engagement, increase interactions, and support communication success in the classroom and the community.

- TLW be able to use a review of current literature to identify evidence based practice and technology trends.
- TLW be able to generate goals for treatment planning for adolescents and teens who use AAC supports.
- TLW be able to generate ideas for use of five functional therapy resources and supports.

10:30 – 11:30 AM

Implications for AAC Education with Teachers and Parents

Amanda Simmons and Morgan Brannon

Room: Franklin

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AAC/Speech and Communication Interventions, AT Research

Parents and teachers serve as primary points of contact as communication partners for school-age students. These populations have reported limited ability to troubleshoot communication breakdowns during communication interactions when attempting to meet kids' needs. This presentation will discuss the current state of the literature regarding a need for AAC knowledge and use for parents and teachers with school-age

kids. Outcomes include increased knowledge of communication and AAC priorities for school-age kids. We will discuss the implications of current research supporting implementation of education and training on basic AAC for teachers and parents in the school setting.

- TLW be able to identify research describing parent and teacher knowledge of AAC from the literature.
- TLW be able to describe aspects of and knowledge regarding AAC that parents and teachers would benefit from.
- TLW be able to explain the proposed impact education and training will have on parents and teachers supporting students in schools.

Unique Learning System (ULS) Curriculum and the Alternate Academic Diploma

Christine Kempster-Myers

Room: Williamson

Skill Level: All levels (Beginner to Advanced)

Presentation Focus: AT for Education and Learning, Grades 5 - 12

Do you have trouble finding materials for your students with diverse learning needs that support the requirements for the newly created Alternate Academic Diploma (AAD)? Let me show you how I use the Unique Learning System (ULS) Curriculum to provide differentiated instruction for my high school life-skills classroom. This program provides interactive content, printable materials and lesson plans for adapted methods of instruction to engage students with a wide range of needs. In this session, I will demonstrate some of the multimedia resources and adapted academic content used in my classroom and show you how these can help you provide instruction for students who qualify for the AAD.

- TLW be able to identify at least three formats/features embedded within this curriculum that allow differentiated instruction for individual student needs
- TLW be able to describe how progress monitoring is achieved through integrated data collection tools
- TLW be able to describe the features of the Transition Planning Inventory and how it can be used to support the development of post-secondary life skills

Promoting Independence and Engagement Through the Use of Technology in Preschool Classroom Routines

Rachel Garber and Lisa Spurlock

Room: Salon 1 - 2

Skill Level: Beginner, Intermediate

Presentation Focus: AAC/Speech and Communication Interventions, AT for Education and Learning, Preschool - Grade 12, AT for Improved Function

The ability to access communication is necessary for a child's full engagement and social interaction within preschool classroom routines. Through the use of AT, visual supports, seating/positioning and high and low tech AAC, it is possible to support children of all abilities and enhance their learning experience. A variety of functional, routines-based interventions and supports will be presented.

- TLW be able to name and describe a range of high and low tech supports that are appropriate for the Pre-K classroom.
- TLW be able to describe examples of modifying systems and strategies for individual children to enhance engagement and independence.
- TLW be able to name a variety of supports that promote access to the preschool environment and engagement of routines.

Graduation Ready? AT Priorities for High School Students with Visual Impairments and Blindness

Allen Huang

Room: Salon 3 - 4

Skill Level: All levels

Presentation Focus: Vision and/or Hearing Technologies

Students with visual impairments and blindness face significant challenges when they graduate from high school and either attend college or enter a work setting. This session will highlight these challenges and the AT and technology skills and solutions that need to be prioritized in order to make these students' post-secondary transitions as smooth as possible.

- TLW identify challenges typically encountered by students with visual impairments and blindness when they seek to enroll in college or the workplace.
- TLW identify AT and technology skills and solutions that generalize well in college and workplace settings.
- TLW will identify priority AT and technology skills when provided with student case studies.

11:45 AM – 12:45 PM

Repetitive Books = Many Goals

Jestina Bunch and Allison Wegman

Room: Franklin

Skill Level: Beginner, Intermediate

Presentation Focus: AAC/Speech and Communication Interventions, AT for Education and Learning, Preschool - Grade 12, Vision and/or Hearing Technologies

How can a speech language pathologist use books to teach many language and communication skills across ability levels for children who use AAC? Using the books to promote language skills can be implemented with children who use no, low, or high tech AAC. Literacy based activities address multiple goals at once and are motivating. Choosing a repetitive book is effective for teaching vocabulary, syntax, and literacy skills. Research supports story book reading as an effective method for building vocabulary with young children. Methods and strategies using this approach will be discussed, along with examples provided. Target lesson plans for different books will be highlighted.

- TLW describe the use of literacy based activities with children who use AAC.
- TLW indicate various strategies when using a book to guide multiple therapy goals and objectives.
- TLW identify ways to adapt books based on levels and the child's AAC system.

Fun and Functional: AAC Interventions for Children with Alternative Access Needs

Kerry Hankins and Kaleena Smith

Room: Williamson

Skill Level: Intermediate

Presentation Focus: AAC/Speech and Communication Interventions

This 60-minute session will provide participants with tools and strategies to implement functional and effective interventions for children with alternative access needs. The presenters will detail how to incorporate partner communication strategies in group and individual therapy settings. This presentation will provide case studies, activity examples, and resources to utilize with children requiring alternative access.

- TLW understand and define the principles of intervention and partner-communication strategies to use with children with alternative access needs.
- TLW be able to describe one example of planning functional and engaging therapy for children with alternative access needs.
- TLW identify resources and strategies to utilize with complex communicators.

Supporting Students in Note-taking Efforts with Assistive Technology

Stephanie Lancaster

Room: Salon 1 - 2

Skill Level: Beginner, Intermediate

Presentation Focus: AT for Education and Learning, Preschool - Grade 12

As part of their role as students in middle school and high school, children are expected to take notes during lectures efficiently and effectively. Taking notes, however, is a very complex skill rooted in abilities typically developed in infancy, and individuals with disabilities frequently encounter problems in this area that impact participation and learning. In this session, expectations for note-taking skills and challenges commonly experienced by students with disabilities will be discussed. Current trends and evidence-based practices in addressing these difficulties will be examined, and recommendations for both tried-and-true and innovative A.T.-based ideas to support note-taking abilities will be shared.

- TLW list three challenges in taking notes commonly seen in middle school and high school students with disabilities.
- TLW be able to explain the continuum for interventions used to address note-taking efforts.
- TLW be able to identify three strategies that can be used to support students with disabilities in taking notes as part of the learning process.

Clicker 7: Accessible Reading & Writing Software

Janice Reese and Donna Boyd

Room: Salon 3 - 4

Skill Level: Beginner level

Presentation Focus: AT for Education and Learning, K- 5, Accessible Educational Media, Curriculum Modification/Differentiated Instruction, Technology Integration, Universal Design for Learning

This session will introduce you to the amazing multimedia reading and writing software, Clicker 7. Useful for direct group instruction as well as individual student engagement, Clicker 7 allows scaffolding of reading and writing supports, including the use of pictures and videos, text to speech, word prediction, graphic organizers, and voice notes to meet the unique needs of each learner. This program is accessible for switch access and eye-gaze control.

We will show you just how easy differentiated reading and writing instruction can be by using the pre-made grids sets, books, word banks, and sentence sets found on LearningGrids[®], the company's resource site. Mrs. Boyd, teacher of a self-contained classroom for students with moderate – severe disabilities, will show you how she uses the program to differentiate instruction and accessibility for students at the middle school level. **Please download a free 30-day trial prior to arrival to allow hands-on exploration throughout the session at <https://www.cricksoft.com/us/clicker/free-trial>**

- TLW be able to identify the multi-media features of the Clicker 7 program that can support diverse learning needs of students with intellectual and/or physical disabilities.
- TLW be able to independently locate and select Clicker 7 pre-made content from the LearningGrids[®] site to meet specific curriculum needs.
- TLW be able to create a Clickerbook, word bank, sentence set, or clicker board activity from a blank template.

DON'T LEAVE EARLY...

DOOR PRIZES WILL BE GIVEN AWAY AT 1:00 UPON CONCLUSION OF ALL SESSIONS

You Must Be Present to Win!!!