Thursday November 30, 2023

8:00 – 9:00 am (sessions begin)

Join this interactive general session as we explore the changes within the new TN-PULSE document that support improved documentation of assistive technology.

The TN-PULSE is Rising...Send Help stAT!

Room: Salon 1-4   Speakers: Emily Darr & Penny Lambert

With the recent changes from EasyIEP to TN Pulse, do you feel lost? This session will demonstrate the differences in the area of Assistive Technology from the previous platform to the new TN Pulse platform. The participants will have the opportunity to participate in a discussion about Assistive Technology documented in the IEP in each different section in regards, but not limited to, communication, access, and low tech vs. high technology solutions. Participants will be able to share the best practices they've demonstrated in their county to support students and families with assistive technology needs. With collaboration, the goal is to assist assistive technology down the new path while keeping the Pulse to a steady beat.

- Participants will identify the changes and additions to assistive technology within the new TN Pulse platform.
- Participants will be able to describe the different ways Assistive Technology can be documented throughout the IEP.
- Participants will gain an understanding of best practices when documenting assistive technology in the IEP within the TN Pulse platform.

VoiceOver for Blind Access to iPhone/iPad

Room: Salon 1 - 2   Speaker: Bryon Meador

The iPhone and iPad have a built-in screen reader named VoiceOver that allows someone who is blind or has low vision to use these devices. This session will introduce the basics of VoiceOver, including launching the screen reader, navigating around the screen, accessing content, and using the control rotor. We will demonstrate its use for accessing programs such as email and the web browser and their accessibility functions.

- Participants will be able to list the steps for starting/stopping voiceover.
- Participants will be able to describe the steps for navigating with voiceover.
- Participants will be able to activate and use the control rotor and some of the voiceover gestures.

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Where to Go from Here: Assistive Technology for Transition

Room: Salon 3 - 4   Speakers: Jennifer Cunningham & Shelby Bawcum

Transition is a challenging time for students as they prepare to move forward from high school to pursue their life goals. Instructors are often tasked with preparing individuals academically and providing guidance of where to turn for support once they leave the school system. This may pose even more barriers when a disability is factored into the equation. Individualized accommodations may be required. So, where do you go from here? Assistive Technology can help alleviate some of the barriers that surround these changes, assisting students with achieving their future goals. This is accomplished through physical modification, vision services, communication supports, learning adaptations, and workplace accommodations. This session will provide information about resources for support and alternative education options that may need to be explored. It will also look at some of the accommodations that can be made during post-secondary education or directly in the workplace to uniquely aid each individual while they achieve their goals. This session will provide information about resources for support and alternative education options that may need to be explored. It will also look at some of the accommodations that can be made during post-secondary education or directly in the workplace to uniquely aid each individual while they achieve their goals. These will include software/applications, physical accommodations, and simple requests that students may not know can be utilized outside of the school system.

- Participants will be able to locate post-secondary transition resources.
- Participants will be able to identify three (3) devices that can be used in an educational or workplace setting.

- Participants will be able to name three (3) applications that can be utilized in an educational or workplace setting.

AAC Misconceptions

Room: Franklin   Speakers: Sabina LaClair & Saskia Splane

Much confusion surrounds the needs and abilities required for considering alternative and augmentative communication (AAC) strategies and supports. Are students too young, too old? Are there prerequisite skills for using AAC? Will the use of AAC prevent or inhibit the development of verbal speech? Does an 'AAC evaluation' automatically mean that a speech generating device is going to be prescribed? Come join the conversation as we discuss some of the misconceptions about AAC use.

- Identify common myths about AAC use and implementation as well as AAC users.

- Analyze how common AAC myths impact students' access to educational opportunities.

- Determine reasons it is necessary to address these myths in the educational setting.

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AACcentuate the Year with AAC Strategies: Tips for Therapy, Home, and School

Room: Williamson   Speaker: Amanda Rains   *vendor sponsored

Successful outcomes in AAC depend on the skills of the AAC user, as well as the skills of all communication partners in the environment. This course will review elements of the dynamic and interpersonal nature of communicative competence in AAC, along with tips and tricks for growing and expanding language, tricks for AAC teaching strategies, ideas to remember when structuring AAC therapy and education, and a guide for supporting communication partners through developing comfort and competency in AAC. . This course will review key strategies and processes related to AAC implementation which can be generalized to home, therapy, and school-based settings. The discussion will include how teams can focus efforts on one strategy a month to best aid communication partners in developing comfortability and competence in their skills, and to better assist language growth for the AAC learner. The Eight Suggested Stages to Communication Partner Instruction guide for determination of the communication partners' emerging and mastered skills with a given strategy will be covered.

- Use 10 strategies for implementing AAC in conjunction with communication partner coaching by the conclusion of the 60-minute session.
- Identify where to obtain copies of the AAC Tips posters for implementation by the conclusion of the 60-minute session.
- Reference the Eight Suggested Stages of Communication Partner Coaching to help support families and teams by the conclusion of the 60-minute presentation.

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Mind Mapping for Students w/Neurodiversity -
Brainstorming, Essay Writing, Time Management, etc.

Room: Salon 1 - 2   Speaker: Brandon Conrad   *vendor sponsored

Mind Mapping is theory based and proven to be great for planning, brainstorming, and reading and writing comprehension for both students and adults. Learn how individuals can overcome difficulties with Anxiety, Blank Page Syndrome, Feeling Overwhelmed, Confusion on Assignments and Time Management. Individuals with or without learning disabilities can benefit from Mind Mapping, but specifically, it can be helpful for individuals that have been diagnosed with ADHD, Dyslexia, Autism, Executive Function Disorder, etc.

In this interactive presentation, attendees will be guided through Mind Mapping best practices on how to visually organize topics, research, cite and reference information, and export data in any academic format, such as APA, MLA, etc. Furthermore, we will illustrate when Mind Mapping is paired with technology how it can enhance creativity, clarify thinking and improve understanding of the subject at hand.

- Describe the mind mapping theory and how it impacts cognitive performance.
- List two benefits of mind mapping support for students with neurodiversity.
- Explain the process of using technology to provide mind mapping support.

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Introduction to Toy Adapting for Switch Access

Room: Salon 3 - 4   Speaker: Ezra Reynolds

Many toys are inaccessible to children with disabilities. To activate these toys may require a child to have fine–motor skills that may not be present, e.g., pinching the toy's nose/ear/belly, etc. A child may not have fine motor control (or fingers, arms, etc.). Some children don't even have a good grasp of cause and effect due to their lack of control. Switch-adapting a toy allows the toy to be turned on via different motor abilities – for example, a gross-motor motion could be substituted for the "pincer" grasp. This can allow children the ability to play with the toys. While switch-adapted toys can be bought from various sources, they are often ten times the cost of a normal toy. Most toys can be switch-adapted in 30 minutes or less. This presentation will have handouts as well as a live demonstration of toy adapting.

- Describe the electrical and mechanical concepts behind toy adaptation.
- List the tools needed and the basic procedure of modifying toys to enable switch control.
- Identify the specific types of toys (and control mechanisms) that are easiest to adapt.

Assistive Technology (AT) and the Law: Advocating for AT Services

Room: Franklin   Speaker: Nanci King Shepardson

Assistive Technology is essential for the struggling learner. It allows access to the curriculum, which minimizes the gap between grade level proficiency and actual student achievement. The Individuals with Disabilities Education Act of 2004 (IDEA) defines AT devices as: Any item, piece of equipment or product system, whether acquired commercially, off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities (IDEA, 2004). Making sure a student has access to grade level content is essential, and it is the law. Under IDEA 2004, publishers of K-12 instructional materials are required to produce and submit NIMAS files to the NIMAC when customers include this requirement in the language of their print book purchase agreements and adoption contracts. (http://www.nimac.us/publishers-conversion-houses/) If a student does not have the skills to read the grade level content independently, bypass strategies and tools must be employed. "To satisfy federal nondiscrimination standards, a public school must offer fully accessible materials or provide reasonable modifications and accommodations to ensure that students with disabilities are provided with the means to access the benefits of the educational program in an equally effective manner with substantially equivalent ease of use." (http://www.setda.org/wpcontent/uploads/2014/03/SETDA_PolicyBrief_Accessibility_FNL.5.29.pdf) This session will explore the ins and outs of AT, while also explaining the laws that support obtaining AT services for students with documented disabilities.

- Participants will understand and be able to explain the term assistive technology (AT).
- Participants will identify the national and state laws that require an AT evaluation, if deemed appropriate, as part of the IEP process.
- Participants will discover the best practices that guide the AT process from evaluation, device procurement, to the delivery of services.

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Allies in AAC: Interprofessional Collaboration Between Professionals in Occupational Therapy and Speech-Language Pathology to Maximize Client Outcomes

Room: Williamson   Speakers: Stephanie Lancaster & Vicki Haddix

To best serve clients using augmentative and alternative communication (AAC) devices, professionals from occupational therapy (OT) and speech-language pathology (SLP) need to operate from an interdisciplinary and collaborative standpoint. In this session, information about how the scope of practice and education of practitioners from both fields will be shared. This presentation will serve as a platform for discussion about the intricacies of the partnership of the OT practitioner and the SLP in working with individuals using augmentative and alternative communication (AAC). Presenters will talk from the perspectives of both OT and SLP, using relevant examples and real-life cases, in order to communicate clear guidelines and to provide case study examples and facilitate conversation about interprofessional partnerships. We will consider shared responsibilities and distinct roles between those

two providers in facilitating the use of assistive technology to support communication and social participation of a device user.

- Define the term interprofessional as it relates to the collaborative process involved between OT and SLP in working with clients using AAC.
- Explain the roles of OT practitioners and SLPs in AAC assessment and training.
- Discuss the rationale and processes for co-treatment and collaboration between OT and SLP regarding a client who is using AAC.

11:30 am – 1:00 pm
LUNCH – ON YOUR OWN

Sessions will resume promptly at 1:00 pm.
Please return on time to minimize disruptions.

1:00 pm – 2:00 pm   **Salons 1 – 4**

INTERACTIVE HOUR (Hands-on learning lab)

- 3-D printing
- Switches 101
- Make-n-take sessions
- Statewide AT lending library preview
  …and more

Visit our exhibitors to learn more about current technologies, statewide resources, and post-secondary educational opportunities.

Get your Vendor Bingo card stamped to win prizes!

2:15 pm - 3:15 pm

Beyond the Office: Better Access for the Classroom with Microsoft Office

Room: Williamson   Speakers: Lindsey Wilkerson & Rebekah Reisner

Microsoft Office Suite has been widely known and used throughout educational and professional settings for many years. Prior to newer online options, it was considered the standard for documents and presentations, and it is still what comes to mind when someone creates a presentation (e.g., Do you have a PowerPoint?). However, as a system, we have failed to use these tools to their full capacity to support all students in their learning and access. This session will look at some of the built-in features of the desktop and web versions of the Microsoft Office Suite (i.e., Word, PowerPoint, Excel, OneNote, and Outlook) that provide structure, accessibility, and support for individuals with a variety of diagnoses. The information offered will serve to aid instructors in providing accessible materials as well as cover features that will benefit students as they create assignments and communicate, supporting not only education but also future professional endeavors.

- Describe the steps for accessing the Accessibility Checker within Microsoft Office.
- Identify two features to support non-apparent diagnoses in the classroom.
- Define the importance of accessible structure within documents and presentations.

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Make-N-Take Session: Materials to Go!

Room: Salon 3 – 4   Speakers: Karen Moffatt & Rebecca Barr

Our hands-on learning activity was so popular last year that we are back! We have new ideas for adapting materials to use in the classroom. In this session you will be able to create learning tools ready to take with you. If you attended our session last year these are all new projects.

NOTE: This session will be repeated on Friday to accommodate all who are interested in participating. All materials will be provided; **session is limited to the first 50 participants each date.**

- Describe three ways to create adapted materials that can promote engagement with learning.
- Identify readily available items and adapt them for classroom use to support hands-on learning.
- List items in the classroom that can be used for multiple purposes with simple adaptations to support students with different learning needs.

Talk This Way!

Room: Franklin   Speakers: Dayna Brown & Jeanne Manley

In 2022, the AT team conducted school visits and noted that many staff members struggled with the following questions: How do I identify a student as non-speaking?
What should I be doing for my non-speaking students? What is the process for obtaining resources for non-speaking students? How do I use the AT tools once they have been assigned to my student(s)? We will take a deep dive into the resources developed by the Hamilton County Schools AT Department to identify and support the communication needs of all students in our district. These resources were developed to guide school staff members in identifying students with complex communication needs and ensuring that all students have a reliable and consistent mode of communication. Additional resources developed ensure that these students are supported by trained communication partners who respect every modality and provide a supportive environment by implementing a variety of AAC strategies across all settings. This model was developed in response to the overwhelming need for a district-wide process that delivers the same opportunities for all students to have access to appropriate resources. We will review the tools used to identify staff and student needs; the method used to formulate action steps to develop best practices; and the resources used by staff to monitor, reflect, and modify their own practice. This session is for individuals supporting learners with complex communication needs.

- Given an overview of the HCS AT Communication Canvas Course, learners will review the method used to identify staff and student needs in the areas of communication, assistive technology, and training.
- Given an overview of the HCS AT Communication Canvas Course, learners will review the method used to formulate action steps to develop best practices in supporting students with complex communication needs.
- Given an overview of the HCS AT Communication Canvas Course, learners will review tools used to monitor, reflect, and modify practices based on data to continue supporting students with complex communication needs.

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PART 1: Cultural Considerations in AAC Service Delivery

Room: Salon 1 -2   Speakers: Vicki Haddix, Stephanie Lancaster, Taylor & Toney

This session will discuss several aspects of how AAC service providers should consider culture. We will start by going over some definitions of culture that talk about the "surface" part and then "deep" or "hidden" parts of culture. Surface culture is easier to address, and we'll identify a number of ways to do so, i.e.: adjusting skin tone in symbols, including religion related vocabulary, drawing attention to voice options, adding words and phrases that are common in dialect. Deeper culture is more of a challenge and often influenced by things out of our individual control. Families may see AAC service providers as the "experts" who should be deferred to or, on the opposite end, generally distrust an expert. This can impact the success of AAC implementation and may lead to AAC abandonment. We'll discuss ways to break down these barriers and facilitate more AAC user and family lead implementation. What are some ways we can navigate the dynamics of families who see us as the "expert" and tend to defer to us when we'd like them

to take a larger role in directing services? This session won't have all the answers, but we'll give you some ideas.

- Define the difference between surface and deep culture.
- List three surface culture considerations for AAC.
- Discuss cultural factors that may play a role in AAC implementation.

3:30 pm – 4:30 pm

PART 2: Cultural Considerations in AAC Service Delivery

Room: Salon 1 – 2   Speakers: Vicki Haddix, Stephanie Lancaster, Taylor & Toney

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Accessibility Features Comparison for Apple, Chrome, and Windows Operating Systems

Room: Salon 3 - 4   Speakers: Ezra Reynolds & Byron Meador

All modern operating systems – Windows, MacOS, ChromeOS, iOS (iPad and iPhone), Linux, and Android come with accessibility features built-in. These features can allow someone who is blind/low vision to use a computer, as well as students with one-handedness, reduced dexterity, dyslexia, and/or other conditions. This session will give a quick overview of the accessibility features of each major platform and show how they are similar – in a side-by-side comparison - and how they are different.

- Identify the basic accessibility features embedded in all operating systems.
- Describe the process for locating and setting accessibility functions on each platform.
- Describe how the accessibility features can differ between each platform.
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The Digital Space: Tips for Selecting, Designing and Creating Access to Learning

Room: Williamson   Speaker: Alice Wershing

The wide array of digital tools currently available for use by all students can make it an overwhelming task to determine which ones will not only meet the learning objectives of students, but that will also provide equivalent experiences in an ever-changing digital world. For each students' individual needs, digital learning tools may not have been designed with customized options that can be selected to allow students to participate with equal access and ease of use.   Additional browser tools, specific applications and device settings offer additional methods of providing opportunities for acquiring skills along the

educational journey to prepare for successful adult life and digital citizenship. Depending upon the design of digital tools available for use in the educational space, options for customizing their use for individual needs may or may not be readily available within an application or platform. This presentation will focus on design features to be considered when reviewing digital materials for use with students, whether they are created by third party vendors or by teachers, staff, or family members. Different web tools will be highlighted that can be used within web browsers to change text size, colors and add additional options for student needs. Design considerations and accessibility features when reviewing digital tools used in the learning space will be discussed. The use of tools for creating materials for use in the digital space to customize learning will be shown, with a focus upon how to create materials for all learners that use varied assistive technology.

- Participants will identify at least three digital tools for use by students ages Preschool through K-12 to expand, enhance and increase independence when engaging in digital learning experiences.
- Participants will analyze digital tools through examples from the presenter or their own current materials to develop a process for use when considering digital materials for individual needs.
- Participants will be able to list two different accessibility considerations to be included when reviewing or creating digital materials for use by students.

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High-Tech AAC for Clients with CVI   *vendor sponsored

Room: Franklin   Speakers: Kerry Hankins-Grider & Annie Cornell

New research has provided clinicians with guidance on AAC implementation strategies for individuals with CVI. This course will guide participants in the application of these new evidence-based strategies for clients using TD Snap. Clinicians will learn environmental accommodations for students with CVI. We will provide resources and tools on TobiiDynavox systems that benefit individuals with CVI. Participants will receive hands on training on evidence-based programming and implementation of AAC systems. We will cover a variety of alternative access options for individuals with CVI along with best practice teaching strategies. We look forward to learning with you!

- Participants will name 3 different access methods for clients with CVI.
- Participants will be able to use evidence-based strategies to program customized vocabulary for clients with CVI.
- Participants will be able to name 2 evidence-based intervention strategies for clients with CVI.

Friday December 1, 2023

8:00 am – 9:00 am

Using AAC to Teach Reading with Non-Phonics Based Reading Programs

Room: Williamson   Speaker: Michele Moore

This project started from a parent request and a parent's frustration wanting in her words, 'the same education for her non-verbal autistic sons as all the other students and for them to learn to read'. One of the students had been presented with various forms of AAC and nothing had clicked for him. He was imitating words and would sing songs but any type of AAC presented he would refuse, from throwing a device out the window to ripping laminated picture cards into pieces. The other student was comfortable with his Tobii Dynavox 110 device. I have not heard of anyone using a SGD to learn to read sight words or with any reading programs. I had been hearing for several years about this program called Edmark that was amazing in teaching students how to read and who have difficulty with learning phonics-based reading programs. I really started using it as more of a way to illicit verbalization–which worked–and then wondered if I could teach another student to read using the same program with his speech generating device. Through trial and error, we set up a topics page on his device and was able to learn to read sight words and simple sentences with those words. I decided to make a Topics page with the first ten Edmark words after he was using flashcards and other activities with 80-100% accuracy. I used the device just as if he was a verbal student and read the words, phrases, and sentences verbally with his voice to me. We started with just matching the flash cards (word to picture and picture to word) then to the icons on the device.

- Explain how to adapt a non-phonics-based reading program for non-verbal students using a Speech Generating Device (SGD).
- Describe how to incorporate and adapt activities from the selected reading program to use with SGD.
- Identify ways to teach spelling using a SGD.
- Improve mastery via hands on practice with activities and devices during the session.

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ICT and Me: Making Accessible Online and Computer-Based Content for All

Room: Salon 1 - 2   Speakers: Jeremy St. Pierre & Gwendolyn Foxx

"There are 3 kinds of accessibility: not accessible, accessible in quotation marks, and truly accessible!" - Jeremy St. Pierre. When you create your class materials or documents in an online learning platform, have you ever wondered if they are truly accessible to all? The real test comes when a student needs true accessibility, and you discover that your materials are not as accessible as you may have thought. If you would like to avoid tough situations like this, join us as we explore federal law and Web Content Accessibility Guidelines (WCAG) and principals that will help ensure that all material is created in an

accessible fashion. The focus of this session will be on creating an accessible online curriculum and materials that are accessible to all. We will discuss federal laws that apply (ADA and IDEA), WCAG 2.0 Accessibility Guidelines and Principals, common assistive technology types that are applicable, and an interactive analysis of examples that will be evaluated by attendees.

The Guidelines and Principals that will be discussed are as follows:
Perceivable: 1.1 Text Alternatives, 1.2 Time-Based Media, 1.3 Adaptable, and 1.4 Distinguishable
Operable: 2.1 Keyboard Access, 2.2 Enough Time, 2.3 Seizures, and 2.4 Navigable
Understandable: 3.1 Readable, 3.2 Predictable, and 3.3 Input Assistance Robust: 4.1 Compatible

- Attendees will analyze ADA and IDEA to determine the need for accessible computer based and online materials.
- Attendees will identify WCAG principals and guidelines that can be used when creating instructional materials that are computer based or online.
- Attendees will evaluate examples of online materials to determine accessibility.

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This Isn't Hear-Say: Assistive Technology for Speech and Hearing

Room: Franklin   Speakers: Richard Henderson & Elizabeth Harris

All people are created equal; however, some individuals require resources that are unlike those considered to be "mainstream." Everyone needs an education, but not everyone needs education offered to them verbally. Everyone deserves to have self-confidence, but not everyone can achieve it in the same way. Understanding the value of every person and that everyone has a role to play in this world is the first step in supporting people in the community who may be perceived as "different." Assistive technology can bridge the gap between people of varying abilities. It can serve to enhance the quality of life for those who feel isolated; it can provide independence for those who never thought self-sufficiency was a possibility; and it can mitigate miscommunications across speech or language barriers. Here, we will speak about AT for those who are speech and hearing-impaired and what AT can do to enhance people's life experiences. Around 5% to 10% of individuals in the U.S. have a communication disorder, and over 15% have a hearing impairment. Although some people are reluctant to feel as though they have to rely on technology, the positive benefits far outweigh any negatives for both speech or hearing devices. Ranging from low-tech to high-tech devices, people have an array of options to find what will work best for them. Persistence is key, for both the individual using the technology and those surrounding them. Together, with a little help from assistive technology, we can bridge the human-made gap between those with abilities different from those deemed "typical." Speech and hearing AT include but are not limited to a pen and paper, alternative augmentative communication, text to speech software, speech to text software, hearing aids, and so much more…

- Recognize the importance of providing communication access in all settings.
- Identify three (3) different communication interventions.

- Identify two (2) assistive technology options, other than hearing aids, that may be utilized in the classroom.

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Make-N-Take Session: Materials to Go! (repeat session)

Room: Salon 3 - 4   Speakers: Karen Moffatt & Rebecca Barr

If you missed this fun, hands-on session yesterday, you're in luck! We are repeating our make-n-take event so you will be able to create learning tools ready to take with you. *If you attended our session last year, these are all new projects.

All materials will be provided; session is limited to the first 50 participants.

- Describe three ways to create adapted materials that can promote engagement with learning.
- Identify readily available items and adapt them for classroom use to support hands-on learning.
- List items in the classroom that can be used for multiple purposes with simple adaptations to support students with different learning needs.

9:15 am – 10:15 am

Let's Talk About AAC

Room: Franklin   Speaker: Christina Oakley

This is an introductory session introducing key components for implementation of augmentative and alternative communication (AAC). Elevate your role as an effective communication partner by mastering modeling, understanding core words, and navigating the prompting hierarchy. Join us in unraveling the keys to AAC mastery and fostering meaningful communication.

- Uncover parallels between AAC acquisition and learning a new language.
- Learn strategies for ensuring constant AAC availability for students.
- Develop skills in modeling on AAC devices, understanding core words, and navigating the prompting hierarchy for effective communication support.

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Simple Classroom Accommodations to Support Students with Low Vision

Room: Williamson   Speaker: Karen Kerley

Welcome to low vision supports and resources. Not every student with vision impairment needs expensive software or complex technologies to provide access to the classroom and curriculum. Sometimes students with low/impaired vision can use simple tools and accommodations to participate. In this session we will introduce several low vision adaptable tools that can be made quickly or purchased

at little-to-no cost. Participants will be provided with resources that can benefit them and their students at low or no cost.

- Describe at least three techniques to make or purchase low-cost adaptable tools to support students with low vision.
- List considerations for lighting, color, size, distances, and spatial organization that benefit students in their school, classroom environment.
- Identify three low vision resources/tools that can easily be used in the classroom to benefit students with low vision.

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The Artificial Intelligence (AI) World: Where Students with Dyslexia Thrive

Room: Salon 1 – 2   Speaker: Mike Matvy

Describing his 18-year struggle with dyslexia, Mike will share how he solved his problems with sounding out and spelling words, went from making F's in classes that required reading to making A's, attain multiple college degrees, and retire from Knox County School's assistive technology team! He now teaches others to achieve the same. He sheds light on the misinformation, mindsets, and institutional rigidity that keep students from taking advantage of the artificial intelligence (AI) wave that can make our classrooms and world more inclusive. His epiphany came when he realized that for thousands of years, mental work had not been done solely in our minds; the abacus, pencil and paper, calendars, etc., expanded what we did mentally by using tools to complement our cognitive processes and enabled us to complete mental tasks that would not be possible without 'tools'. Without barriers and limitations caused by these lower-level cognitive tasks, students with dyslexia can use their higher-level mental processes, like judgment and creativity, enabling them to excel academically and assume leadership roles in our new AI world. You will see that the current form of AI represents a tremendous opportunity for people with dyslexia to "offload" low-level cognitive tasks, like sounding out and spelling words to machines, and enable them to use their higher-level mental processes, excel academically, and assume leadership roles in our new AI world.

- State the two small problems caused by dyslexia.
- Identify two ways that people commonly use to 'offload mental tasks'.
- Demonstrate (using their phones) two ways students can use AI for reading by listening and writing by speaking.

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PART 1: From Phonological Awareness to Phonics: Assessment & Intervention Ideas to Address Spelling and Word Reading for Students with Complex Learning Needs

Room: Salon 3 - 4   Speaker: Jill McCarthy-Meader

PART 1 - Students with complex communication needs (CCN) deserve scientifically proven methodologies to facilitate the most efficient literacy acquisition. This two-part session will focus on both the phonological awareness skills and phonics skills teachers and speech-language pathologists (SLPs) can focus on developing decoding and encoding aspects of literacy acquisition. Specifically, this two-part session will discuss assessment tools, how to analyze collected data to develop goals, and intervention strategies to use throughout a school day. Hands-on practical application will be emphasized throughout

the session, and participants will have opportunities to share experiences as they think about implementing new reading and spelling tools and techniques.

- List three assessment tools you could use to assess phonological awareness and/or phonics skills for student with complex communication needs who may use AAC to support their communication.
- Describe three phonological awareness activities that could be completed multiple times during the school day with your students with complex communication needs who may use AAC to support their communication.
- Discuss how you could build upon the phonics knowledge of a student with complex communication needs who may use AAC to support their communication to develop robust word reading and spelling skills.

10:30 am – 11:30 am

Room: Salon 3 – 4

PART 2 – Session Continuation: From Phonological Awareness to Phonics: Assessment & Intervention Ideas to Address Spelling and Word Reading for Students with Complex Learning Needs

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Coding and Computer Science Can Be for Everyone!

Room: Salon 1 - 2   Speaker: Leigh Ann Harbort

The state of Tennessee is in the process of rolling out Computer Science initiatives for all grade levels. As a teacher it is easy to feel that this isn't going to work in our classrooms because: 1. Teachers often feel they don't know about computer science so how to incorporate it, and 2. I am just trying to keep my class

together on a daily basis to work on goals in the IEP and curriculum standards. This session will demonstrate how these new initiatives/requirements can be worked into daily lessons that actually help support what you are already doing. You will leave with some tips and tricks to help you feel more prepared and empowered to teach Computer Science concepts!

- Describe the new computer science initiative adopted by the Tennessee Department of Education.
- Identify at least two activities for integrating these standards into daily classroom instruction for students with disabilities.
- Organize standards by skill level to support scaffolding of instruction.

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Learning to Speak Their Language: Strategies for Educators to Translate Challenging Behavior into Functional AAC Engagement

Room: Williamson   Speaker: Rebecca Hofman & Sabina LaClair

As educators, we have all experienced the cycle of challenging behaviors and a lack of an effective communication means. What do we do first? Give them an AAC system or fix the behavior? We will help you develop the skills to identify the function of the challenging behavior, which will guide you in selecting the appropriate plan for individual students. By developing a longer-term solution as educators and therapists you will be able to move forward with your introduction of AAC systems to enhance the student's communication and then ultimately decrease the challenging behaviors. The goal of this session is to help educators in supporting students in getting what they want through communication instead of using non-preferred behaviors. During the session, we will provide practical resources and methods we use in our daily practice so that you can immediately return to your classrooms and therapy sessions with usable strategies.

- Describe three ways the fields of ABA and speech therapy overlap and complement each other in supporting AAC skill acquisition.
- Identify the four functions of behavior and the three-term contingency (ABC) to hypothesize what the student with complex communication needs is trying to communicate through their behavior.
- Develop two strategies using functionally equivalent replacement behaviors and reinforcement to reduce challenging behavior and encourage AAC engagement.

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Life after K-12: Transition Planning with the End in Mind

Room: Franklin   Speaker: Alice Wershing

Transitions occur at various times across the K12 lifespan. A young child makes many transitions as they develop skills and move through developmental phases. Entering Preschool, Kindergarten, new teachers,

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therapists, schools are examples of transitions that require planning to ensure success. Often the focus is on specific and immediate goals for learning. It is also critical to include forward thinking. Although transition plans are not a part of the IEP until age 14, this presentation will provide participants with the opportunity to develop a beginning framework for planning with the end in mind, exiting to adult life after K-12, beginning with the very early years of a student's life. Developing a map to focus on the planning process for adult life needs to begin as early as possible. This presentation will look at transition planning from before the traditional age of 14, across the K12 lifespan to map out the end game of successful adult life. The process of planning for transition across ages will include sample goals that focus on future skill development. Discussion will focus on how to extrapolate the transition process that typically begins at 14 to younger ages. Assistive technology tools will be addressed to be used with each age group and participants will be encouraged to list additional needs and concerns. The possibilities for adult life and the elusive concept of success will be discussed. Technology tools for use in developing critical skills for digital citizenship and for community or employment environments will be addressed through examples and through participant discussion. Services and steps for referral within the state of Tennessee will also be presented.

- Identify AT tools for each of several transition phases through the K-12 lifespan that will allow for skill acquisition that will lead to successful post K-12 adult life participation.
- Reiterate skills required during secondary and post-secondary learning and community environments to coincide with assistive technology use to promote skill acquisition for successful post K-12 adult life.
- Develop sample individual goals and objectives for each transition phase across the K-12 lifespan with a focus on measurable goals for the transition plan for the IEP at age 14 and through exiting to adult services.

11:45 am – 12:45 pm

Supporting Children Advancing in AAC Use

Room: Williamson   Speaker: Teresa Vaughn

This presentation will provide a wide range of supporting strategies to meet the needs of minimally verbal children in the home and school environment. Easy to make and implement ideas will be presented for organizing the environment, enhancing learning, using prompts and cues effectively, creating communication core boards and advancing AAC use to speech generating devices. Ideas and examples will be provided using cost-effective tools such as LessonPix and Boardmaker and materials found around the home and classroom. Suggestions will be provided on how to involve parents in creating AAC supports for home use. Suggestions will be made on supporting teachers to use visual supports and AAC devices in their classrooms.

- The learner will be able to describe 2-3 support strategies that will enhance the AAC users' comprehension during routine home or classroom activities.

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- The learner will be shown and taught to create low -tech communication boards to be used in routine home and classroom activities.
- The learner will identify supports that will advance to the use of a high-tech AAC device.
- The learner will identify strategies to support parents and classroom teachers as they learn to use AAC.

Adapting Materials for Low Incidence Disabilities to Increase Communication, Independence, Literacy, and Emergent Writing Skills

Room: Salon 1 - 2   Speakers: MJ Manley & Katie Thorne

How do we expand language skills of students with severe low-incidence disabilities using low assistive technology, aided language stimulation, and adapted materials? 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 both object and visual symbols as well as accompanying AT materials such as adapted schedules, books, and writing platforms. Skills learned in this session will help you create opportunities for increased autonomy and independence at home and school. By the end of the session, participants will learn to utilize and adapt low tech assistive technology for individuals with low-incidence disabilities. Participants will explore object representations, object schedules, and tactile symbols, as well as learn how to differentiate materials to meet the needs of students with differing abilities. Participants will 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. Participants will learn how to utilize objects in emergent sentence writing skills for individuals with low-incidence disabilities by exploring sequencing and syntax with object symbols. Skills learned in this session can be utilized to meet a variety of complex needs including students with visual impairments, hearing impairments, and intellectual disabilities.

- Practice the ability to utilize and adapt low tech assistive technology for individuals with low-incidence disabilities.
- Define object representations, object schedules, and tactile symbols, and how to differentiate materials to meet the needs of students with differing abilities.
- Describe the process for 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.
- List ways of utilizing objects in emergent sentence writing skills for individuals with low-incidence disabilities by exploring sequencing and syntax with object symbols.
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AAC App Workshop

Room: Franklin   Speakers: Saskia Splane & Christine Oakley

Deciding which communication software might be most useful for a student can be a daunting task. In this interactive workshop, we will take a close look at the features and functions of four of the most popular AAC apps. We will provide a quick overview of LAMP words for Life (PRC-Saltillo), TD Snap (TobiiDynavox), Proloquo2Go (Assistiveware), and TouchChat (PRC-Saltillo). Attendees are encouraged to bring a tablet with any of these apps and some additional iPads will be available for hands-on exploration. We will explore the options and supportive features within each and determine how these might benefit specific student users.

- Describe and explore the base layout of the communication apps and how they can be edited to customize for students.
- Compare each app's functions and features to determine potential effectiveness for specific students.
- Interact with each of the communication software programs to increase familiarity with the technology.

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Bookshare: Providing Accessible Educational Materials for Students with Vision Impairment, Physical Challenges, or Specific Reading Disabilities

Room: Salon 3 - 4   Speaker: Janice Reese

More than one million books are available in accessible formats (FREE) for students with qualifying disabilities. Eligible students can participate in this OSEP-funded program to receive textbooks and general reading materials in alternative formats. The program was created to provide digital books with a range of accessibility accommodations for those with low vision, physical disabilities that impact handling of a printed book, and those with specific reading disabilities. Use of the Bookshare program meets the mandate for providing accessible education materials (AEM).

- Identify the three categories of qualifying disabilities that are eligible for Bookshare participation.
- Describe the process for registering as a district and enrolling staff/students.
- List three accessibility supports integrated into the Bookshare software that enable immediate adaptations to a digital text.

DOOR PRIZES will be given out after the close of sessions.

You MUST be present to win!