

## Practitioner's Conference

March 12, 2020

Tinley Park Convention Center – North Entrance  
18451 Convention Center Dr., Tinley Park, IL

### Agenda

8:00 – 8:30	Registration
8:30 – 9:45	Session One
10:00 – 11:15	Session Two
11:25 - 12:40	Lunch
12:45 – 2:00	Session Three
2:15 – 3:30	Session Four

This conference is supported by a grant through the Illinois State Board of Education.

- Please choose **ONE presentation PER Session**. Register by clicking on the individual session link.
  - Choose 1 presentation for Session One, Two, Three and Four
  - We need a count for each session so that we schedule appropriate room space.
- Please **RSVP for Lunch** (Boxed lunch will be provided to those who participate in Table Topic Discussions).
  - A link has been provided for this as well.
  - Table topic discussions will be facilitated.
  - Participation in table discussion is **OPTIONAL**. If you choose not to participate in table topic discussion, lunch is on your own.

Below you will find the title of each presentation by session and the registration link per session. Attached is a description of the session and the speaker.

### Session One (8:30 – 9:45)

- Evolution of Using a Core Word of The Week Program with AAC Users: pros and cons, lessons learned, future initiatives.
  - <http://bit.ly/PracConfSession1A>
- Pathways to Expertise: Training and Professional Credentialing in AT
  - <http://bit.ly/PracConfSession1B>
- Winning at Writing: Ideas for Joint OT/SLP Writing Groups
  - <http://bit.ly/PracConfSession1C>
- AT Services: A to Z
  - <http://bit.ly/PracConfSession1D>
- CVI & AAC Literacy Tools for Students with CCN
  - <http://bit.ly/PracConfSession1E>

### Session Two (10:00 – 11:15)

- AAC for Paraprofessionals: How We Do It!
  - <http://bit.ly/PracConfSession2A>
- Technology Options to Support Reading Strategy Instruction Across Subject Areas
  - <http://bit.ly/PracConfSession2B>
- AAC solutions: Building capacity at the Early Learning Level (ages 3-5 and beyond)
  - <http://bit.ly/PracConfSession2C>
- Tips for Rolling out a Core Vocabulary Initiative
  - <http://bit.ly/PracConfSession2D>
- Harnessing iOS and Apple Creativity/Productivity Apps to Improve Accessibility
  - <http://bit.ly/PracConfSession2E>

**Lunch (11:25 – 12:40)** RSVP HERE: <http://bit.ly/2UwDL8L>  
Table Talk Topics

- High Incidence Reading/Writing Apps and Extensions in Chrome and iPads
- AT Considerations/Legal Requirements
- Low Incidence Reading/Writing
- Parent & Staff Training & Involvement
- AAC – Implementation and Partner Skills

**Session Three (12:45 – 2:00)**

- 3D Printing for Assistive Technology Applications
  - <http://bit.ly/PracConfSes3A>
- Communication Circles!
  - <http://bit.ly/PracConfSession3B>
- Success in the Workplace: Using Technology to Support Soft Skills
  - <http://bit.ly/PracConfSession3C>
- 4 Essential AT Supports for Struggling Readers
  - <http://bit.ly/PracSession3D>
- Following the IEP Framework to Document AAC Assessments: From Consideration to Implementation
  - <http://bit.ly/PracConf3E>

**Session Four (2:15 – 3:30)**

- Building Capacity for AT Services Through the Common Language of Problem-Solving
  - <http://bit.ly/PracConfSession4A>
- You Can't Take Your Case Manager with You
  - <http://bit.ly/PracConfSession4B>
- Creating an Irresistible Invitation to Learn Through Books and Core Vocabulary
  - <http://bit.ly/PracConfSession4C>
- Chrome AT Apps, Extensions and Websites across the Curriculum
  - <http://bit.ly/PracConfSession4D>
- Collect and Analyze AT and IEP data using Google Data Studio
  - <http://bit.ly/PracConfSession4E>

**Session One**

1.A.	<p><b>Title:</b> Evolution of Using a Core Word of The Week Program with AAC Users: pros and cons, lessons learned, future initiatives. <a href="http://bit.ly/PracConfSession1A">http://bit.ly/PracConfSession1A</a></p> <p><b>Presenter:</b> <i>Anastasia Alter &amp; Bryn Brighton</i></p> <p><b>Description:</b> This session will describe a Core word of the week program implemented by District 96 in low incidence classrooms. The presenters will provide an overview of the program, targeted core words, key techniques for maximum outcomes, data collection tips, demonstrate core word toy/material bins, strategies for classroom implementation, tips for supporting/training paraprofessionals in classrooms, and share feedback from parents and educators participating in the program.</p> <p><b>Learner Outcomes:</b> By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify common mistakes and difficulties in implementing core words in classrooms with AAC users.</li> <li>2. Build staff capacity and apply proactive techniques to incorporate core words into daily routine and curriculum.</li> <li>3. Set up a classroom which promotes an efficient modeling of Core Words by all members of the educational team.</li> <li>4. Identify possible strategies to involve and collaborate with parents and outside providers</li> </ol> <p><b>Bryn Brighton, M.ED. CCC-SLP</b> Bryn has had the privilege of working as a Speech Language Pathologist in the United Kingdom and the United States, being certified in both countries. She holds a Certificate of Clinical Competence from the American Speech and Hearing Association (ASHA) and is currently licensed to practice in Illinois. She earned her Bachelor's degree in Communication Sciences and Disorders (CSD) from Michigan State University in 2007, and her Master's degree from Valdosta State University in CSD in 2010. Currently, Bryn is a Speech Language Pathologist at the Exceptional Learners Collaborative serving students in the low incidence program. Bryn's interests include autism, AAC, language disorders, and instruction for students with multiple disabilities.</p>
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	<p><b>Anastasia Alter, M.S. CCC-SLP</b> Anastasia holds a Master’s degree in Speech Language Pathology from Saint Xavier University in Chicago. She has 7 years of experience working in the field and has worked with individuals of all ages with varying disabilities. For the past two years Anastasia has been working in the capacity of Assistive Technology Facilitator at the Exceptional Learners Collaborative servicing students in 5 different districts. Her work centers on building staff capacity by designing and implementing AAC trainings, implementing efficient strategies to maximize the use of AAC systems in classrooms, involving and building relationships with parents and outside providers. Her current initiatives focus on developing systematic, practitioner-friendly frameworks for AAC professional development, designing and implementing literacy and language development interventions for students in self-contained classrooms in the low incidence program.</p>
1.B.	<p><b>Title:</b> Pathways to Expertise: Training and Professional Credentialing in AT <a href="http://bit.ly/PracConfSession1B">http://bit.ly/PracConfSession1B</a>  <b>Presenter:</b> <i>Daniel Cochran</i>  <b>Description:</b> Assistive technology is a young field of practice. Although humans have used tools to improve their functional capabilities since the dawn of time, the US federal mandate to consider AT for students with IEPs did not begin until 1991. The regulations still don’t specify what kind of professional is responsible for AT services. It’s the responsibility of the whole IEP team! Which means we need IEP team members who have the necessary knowledge and skills. This session will focus on how to acquire that expertise, from websites to webinars to graduate programs, and how AT professional credentialing from RESNA works.  <b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participants will identify 3-4 low-cost sources of AT training</li> <li>2. Participants will compare 2-3 different AT certificate programs</li> <li>3. Participants will identify the steps needs to acquire RESNA’s ATP certification</li> </ol> <p><b>Daniel Cochran</b>, MA, MS, ATP, is a clinical instructor in the Assistive Technology Certificate Program at the University of Illinois at Chicago where he teaches online courses in assistive technology to school-based practitioners. A former special educator, Dan worked for twenty years in a suburban Chicago K12 unit school district, serving as full-time district-wide assistive technology coordinator the last thirteen years in the district. An active member of RESNA, was chair of the Professional Standards Board from 2014-2017.</p>
1. C	<p><b>Title:</b> Winning at Writing: Ideas for Joint OT/SLP Writing Groups <a href="http://bit.ly/PracConfSession1C">http://bit.ly/PracConfSession1C</a>  <b>Presenter:</b> <i>Abby Rodriguez &amp; Marie Kubaczyk</i>  <b>Description:</b> For elementary aged students with autism or other expressive communication issues, writing activities and instruction sometimes become repetitive and boring (ex. writing/tracing name, fill in the blank, worksheets, etc.). These activities lack opportunities for students to share their own ideas and things they care about. How can service providers create more engaging and meaningful activities for students that require support in the areas of communication and writing? Come hear how our OT and SLP worked together to create weekly writing activities to engage all learners in meaningful writing activities with both light tech and high tech supports.  <b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the four main types of writing genres and consider a strategic plan in order to target production for each genre</li> <li>2. Explore a variety of writing activities, tools, and visual supports for all learners</li> <li>3. Develop potential lesson plans for weekly writing groups to implement across grade levels and programs</li> </ol> <p><b>Abby Rodriguez</b>, M.A. CCC-SLP has been a Speech - Language Pathologist for over 16 years and an SLP/AAC Facilitator in CCSD 181 in Hinsdale for the past 8 years. She has worked in the educational setting to support students aged 3 - 14 with a variety of complex communication needs. She received her B.A. from Augustana College, her M.A. from The University of Iowa, and AT Certificate from Bowling Green State University. Abby resides in Schaumburg with her husband and 3 boys. She has previously presented several times at the Closing the Gap Conference as well as previous Infinitec sessions, and training sessions in her own district.  <b>Marie Kubaczyk</b>, MS, OTR/L, started her career working at a therapeutic day school for students with autism and behavioral challenges. She joined CCSD 181 5 years ago and has served students ranging from mild fine motor delays to severe fine motor, and sensory needs. She received her M.S. from the University of Mary in Bismarck ND. Marie loves spending time with her husband, dog Molly and preparing for their first human child in May. She has previously presented at the Closing the Gap Conference in 2019.</p>
1.D	<p><b>Title:</b> AT Services: A to Z <a href="http://bit.ly/PracConfSession1D">http://bit.ly/PracConfSession1D</a>  <b>Presenters:</b> <i>Brandt Rosen</i>  <b>Description:</b> This workshop is open to assistive technology providers, instructional technology providers, administration, special education teachers, general education teachers, speech and language pathologists, occupational therapists, physical therapists, social workers, and school psychologists. Every district, administrator and AT specialist have a different interpretation of AT services and how to carry out those duties. In this session, you will be given a description of the overall AT services provided at the ELC. An overview of the AT evaluation, implementation of trial, and follow-up will be discussed including a description of consultation vs. evaluation. Examples of initiatives, strategies, and techniques will be given to assist in building staff capacity and confidence in utilizing educational and assistive technology.  <b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify pertinent elements of an AT evaluation.</li> <li>2. Identify strategies to implement an AT Trial.</li> <li>3. Identify strategies to build staff capacity to implement AT and educational technology.</li> </ol> <p><b>Brandt Rosen</b> holds a MS in Special Education (LBS II, Curriculum Adaptation Specialist, Behavior Intervention Specialist). He has been working at the Exceptional Learners' Collaborative for 5 years, a special education cooperative in Buffalo Grove, IL, providing AT services to 4-member districts (#96 Kildeer, #103 Lincolnshire-Prairieview, #125 Stevenson HS, and #114 Fox Lake). He has been working in the field of special</p>

	education for 11 years, previously holding positions as a special education teacher, and an assistive technology facilitator at SEDOL, Gages Lake, IL.
1.E	<p><b>Title:</b> CVI &amp; AAC Literacy Tools for Students with CCN <a href="http://bit.ly/PracConfSession1E">http://bit.ly/PracConfSession1E</a></p> <p><b>Presenter:</b> Elizabeth Wlodzimierski &amp; Katie Konstant</p> <p><b>Description:</b> In this session participants will learn how to adapt materials and utilize assistive technology tools for students with CVI and CCN. This session will should different AAC and AT tools, accommodations, and strategies for working with students with CVI and complex needs.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participants will gain a basic understanding of CVI and how impacts literacy for students with complex needs.</li> <li>2. Participants will learn about adapted reading &amp; writing tools for students with CVI and complex needs.</li> <li>3. Participants will learn about AAC strategies and tools for students with AAC and CVI.</li> </ol> <p><b>Elizabeth Wlodzimierski</b> is an Assistive Technology Specialist and Speech Language Pathologist at Crystal Lake Elementary School District 47. She has been an SLP for 16 years and been utilizing and specializing in augmentative communication and assistive technology for 14 of those years. She received her ATP certificate 8 years ago through RESNA. She continues to dedicate her time to learning ways to empower her students and staff to increase student independence and growth.</p> <p><b>Katie Konstant</b> is a Teacher of Students with Vision Impairments (TSVI) in Crystal Lake Elementary District 47. Katie has worked with children aged 3-21 in self-contained and general education settings for the past 6 years. Katie is a Developmental Therapist- Vision (DTV) in Early Intervention, working with children with visual impairments from birth to 3. She works closely with educators and related service providers to ensure visual access and efficiency across all domain areas. Katie is passionate about providing students, parents and educational teams the skills needed to promote skill development and independence.</p>

## Session Two

2.A	<p><b>Title:</b> AAC for Paraprofessionals: How We Do It! <a href="http://bit.ly/PracConfSession2A">http://bit.ly/PracConfSession2A</a></p> <p><b>Presenters:</b> <i>Erin Ballman &amp; Deb Ryan</i></p> <p><b>Description:</b> Originally created by Debi Ryan in District 158, this course will introduce the series of AAC paraprofessional development modules coined "RAP Sessions" (Round Robin Augmentative and Alternative Communication Paraprofessional Training) that have been used in order to provide guided AAC training aimed at building the capacity of paraprofessionals. Materials will be shared.</p> <p><b>Learner Outcomes:</b> As a result of this activity, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify professional development strategies for paraprofessionals</li> <li>2. Define priorities for professional development for capacity building</li> <li>3. Implement a series of paraprofessional modules for AAC in their district</li> </ol> <p><b>Debra Ryan M.A. CCC-SLP</b> is a Licensed Speech and Language Pathologist with a career spanning over 20 years across both medical and educational placements. She is currently employed by Community School District 158- Huntley, IL and serves as their AAC Facilitator.</p> <p><b>Erin Ballman MS, CCC/SLP, ATP</b> is a RESNA-Certified Assistive Technology Professional and AAC Specialist for CCSD62 with a wide base of knowledge concerning the technology and augmentative communication needs of students with disabilities. In-depth assistive technology experience including evaluations, setup, troubleshooting, implementation support, and training of individuals and groups.</p>
2.B	<p><b>Title:</b> Technology Options to Support Reading Strategy Instruction Across Subject Areas <a href="http://bit.ly/PracConfSession2B">http://bit.ly/PracConfSession2B</a></p> <p><b>Presenter:</b> <i>Lynda Hartman, North Suburban Special Education District</i></p> <p><b>Description:</b> Are you a content area teacher? Do you support content area teachers? Reading instruction is not just for the ELA classrooms. Teachers in all content areas need to help students develop strategic reading skills. This session will explore evidence based instructional pre, during and post reading strategies to support student understanding. Technology options that can be used with these strategies will be explored. Participants will be provided with resources to help them implement these strategies with students.</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recognize the importance of providing explicit instruction in reading strategies across content areas.</li> <li>2. Identify 2 reading strategies that you would like to implement/further implement or support.</li> <li>3. Identify 1-2 tool options to utilize with students during the use of these strategies</li> </ol> <p><b>Lynda Hartman</b> is the educator/consultant for NCSSED's Integrated-Assistive Technology Services Department. She has an M.A. in Special Education (Learning Disabilities) and an M.L.S. in Assistive Technology (AT). Lynda has taught students across the continuum of environments and age levels. She designed/taught an undergraduate AT class, presents webinars and presents/facilitates workshops on various topics across Illinois and at state/national conferences.</p>

2.C	<p><b>Title:</b> AAC solutions: Building capacity at the Early Learning Level (ages 3-5 and beyond) <a href="http://bit.ly/PracConfSession2C">http://bit.ly/PracConfSession2C</a></p> <p><b>Presenters:</b> <i>Janet Kennedy, Tijana Antonic, Casey Gregerson</i></p> <p><b>Description :</b> Successful interactions using augmentative alternative communication (AAC) depend not only upon the skills of the user but also upon the skills of the communication partners. It takes a consistent, collaborative effort to support successful AAC implementation and use . There are many challenges in developing a model for moving away from an “expert model” of AAC learner support to increase capacity across all stakeholders. Resources for training paraprofessionals, ideas for raising building and program awareness, resources for developing a shared knowledge base amongst school SLP staff as well as teachers and other professionals will be provided as well as ideas for improving family centered practice and support.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participants will be able to outline at least 2 potential challenges in building capacity across all key stakeholders within the Early Learning level.</li> <li>2. Participants will identify at least 2 possible solutions to potential barriers in providing effective support for the use of AAC at the Early learning level.</li> <li>3. Participants will state at least 2 options for obtaining resources to be used for staff training and support.</li> </ol> <p><b>Janet Kennedy</b>, SLP/AT specialist has 17 years of experience working within the public school setting providing assistive technology consultation, training, plan implementation and professional development. She has diverse experience consulting on a variety of topics including: AAC, visual supports, accessible curriculum/instructional materials, UDL, ESL and Ed tech. She has extensive experience in implementing a wide range of commonly used AAC tools/devices/applications.</p> <p><b>Tijana Antonic</b> is a speech-language pathologist with experience working in both public schools and sub-acute rehabilitation facilities. She currently works with AAC users in blended early learning classrooms. Primary areas of interest include promoting AAC use in the general education setting, as well as use of AAC among bilingual populations.</p> <p><b>Casey Gregerson</b> is a speech-language pathologist with experience working within the public school setting. She currently works with AAC users in early childhood special education and elementary self-contained classrooms. Primary areas of interest include implementing core vocabulary and AAC use within classroom routines, as well as supporting parents and school staff as they become confident communication partners with their AAC users.</p>
2.D	<p><b>Title:</b> Tips for Rolling out a Core Vocabulary Initiative <a href="http://bit.ly/PracConfSession2D">http://bit.ly/PracConfSession2D</a></p> <p><b>Presenter:</b> <i>Kelly Key &amp; Rachel Hessel</i></p> <p><b>Description:</b> Have you considered starting a core vocabulary initiative but don’t know where to begin? Or have you started one, but would like to enhance it? Join this session with an SLP and AT Coordinator (former teacher) who began a core initiative in their district (ages 3-21) over 10 years ago! They will share their timeline of their journey of implementing core across the district as well as tips for getting people on board. Specific Information on their universal core approach will be shared including; modifications for individual students, embedding core words and visuals throughout your student’s day, core based activities they love to do, materials, resources and incentives they use to keep the momentum going!</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participants will learn at least 5 tips to get a core vocabulary initiative started in their school/ district.</li> <li>2. Participants will learn the first steps to roll out or enhance their core initiative.</li> <li>3. Participants will learn at least 3 ways to adapt core communication for individual students.</li> </ol> <p><b>Kelly Key</b> is the Assistive Technology Coordinator for the Barrington School District in Barrington, Illinois (serving students ages 3-21). Kelly began a core vocabulary initiative in her district that has been going strong for over 11 years. Kelly is passionate about giving students a voice through core vocabulary and empowering others to support students that use AAC. She has worked in the field of special education for over 25 years as a teacher, administrator, and AT Coordinator. Kelly presents regularly at local, state, and national conferences &amp; colleges.</p> <p><b>Rachel Hessel</b> is a Speech-Language Pathologist for the Barrington School District in Barrington, Illinois. She has worked in the district for 15 years. Rachel works with the early childhood population as well as students in the primary and intermediate Foundations classrooms. Over the last 8 years, Rachel has worked with classroom teams to help introduce and implement core vocabulary and use of AAC within the classroom environment. She has presented at local, state and national conferences.</p>
2.E	<p><b>Title:</b> Harnessing iOS and Apple Creativity/Productivity Apps to Improve Accessibility <a href="http://bit.ly/PracConfSession2E">http://bit.ly/PracConfSession2E</a></p> <p><b>Presenters:</b> <i>Randy Wooten &amp; Anne Jacobsen</i></p> <p><b>Description:</b> In this session, participants will learn about features of the iOS that can improve accessibility and tools that can be useful to support student with reading and writing difficulties. Participants will also learn how Apple’s Creativity apps (Garageband, Photos, iMovie) and Productivity apps (Pages, Numbers, Keynote) can improve accessibility.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participants will leave the session with ideas as to how features of iOS can improve accessibility.</li> <li>2. Participants will leave the session with ideas on how Apple Creativity apps can be used to improve accessibility and support reading and writing tasks.</li> <li>3. Participants will leave the session with ideas on how Apple Productivity apps can be used to improve accessibility and support reading, writing and executive functioning tasks.</li> </ol> <p><b>Randy Wooten</b>, M.S. ED., M.A. Ed. Leadership, is Randy an Assistive Technologist in a K-8 district (11 years). Randy has taught special education at the middle and high school levels. He has taught education paraprofessional courses online for seven years. Randy was a national trainer for the integration of iPads/Macs into instruction for five summers.</p>

**Anne Jacobson**, M.S. CCC/SLP, M.A. Ed. leadership is a Speech-Language Pathologist and Assistive Technology Coordinator for Maine South High School in Park Ridge, IL. Anne has over 30 years experience working with students of varying learning challenges reach their highest potential in both academic and social settings by providing equitable technology supports.

### Session Three

**3.A Title:** 3D Printing for Assistive Technology Applications. <http://bit.ly/PracConf3A>  
**Presenters:** Kathy Hooyenga & Abby Jacob  
**Description:** 3D printing in Assistive Technology is a new and emerging field. This presentation will offer participants an introduction to 3D printing and its use in Assistive Technology Applications, specifically within educational and transition programs for low incidence students. Using Case examples, the importance of these low-tech, 3D printed devices within educational environments, high school transition programs and for daily living will be emphasized. Examples of user created designs will be highlighted as well as examples of devices created by the UIC-ATU such as specialty switch mounts, phone and tablet mounts, and specialty access devices. Having a 3D printer is not needed to make use of 3D printing, and as such, participants will learn how to make use of 3D models and 3D printing through online and local resources. Outcomes measures for justifying the use of 3D printing to meet student goals will also be introduced in this presentation.  
**Learner Outcomes:**

1. Demonstrate comprehensive understanding of one or more components and the process of 3D printing for the fabrication of low-tech Assistive Technology Devices.
2. Identify at least 2 examples of 3D printed devices within education-based, AT service delivery.
3. Identify 2 online resources for locating and modifying AT open source 3D models as well as online and community resources for printing 3D models.

**Kathy Hooyenga**, MA, RET, OTR/L, ATP is an occupational therapist, assistive technology specialist and coordinator of clinical services in the area of computer access, adaptive equipment and access to AAC at the UIC Assistive Technology Unit. Kathy is a Clinical Assistant Professor in the Department of Disability and Human Development at UIC and teaches graduate courses on access to technology as well as design and fabrication of adaptive equipment.  
**Abigail Thomas** OTD, OTR/L: Abigail Thomas is a recent OTD graduate from UIC who is passionate about researching and implementing Do it Yourself (DIY) initiatives, including 3D printing among people with disabilities within a pediatric rehabilitation setting.

**3.B Title:** Communication Circles! <http://bit.ly/PracConfSession3B>  
**Presenters:** Jocelyn Kotrba & Linda Saflarski, Batavia School District  
**Description:** In this session, Jocelyn Kotrba, Assistive Technologist and Linda Saflarski, Speech Language Pathologist, will share information, resources, and tips about Communication Circles, an innovative program that was started at Batavia High School during the 2014-2015 school year. In Batavia, Communication Circles is a group of junior and senior peer partners working with students with disabilities in the Vocational Transition Program (VTP) to provide them with an opportunity to hang out and talk about what teens talk about and do activities that teens do. Students with complex communication needs often have limited communication partners, and Communication Circles promotes social communication skills in a natural conversational setting with same age peers. We look forward to sharing the successes of this program with you in hopes that you can establish a similar program in your setting!  
**Learner Outcomes:** Discover how the use of general education peer partners can benefit students with complex communication challenges; along with what goes into creating an authentic, robust and fun social communication program at school where students learn that we're all better together!  
**Jocelyn Kotrba** is the Assistive Technologist for Batavia School District. Jocelyn received her undergraduate from Illinois State University in Special Education (LBSI) and her graduate degree from the University of Illinois at Chicago in Special Education (LBSII) with a certification in technology and transition planning. Jocelyn's areas of interest are working with students with complex communication needs that require AAC, supporting students with learning disabilities that need assistive technology for literacy, and infusing self-determination skills into her work with students to prepare them for life beyond the classroom.  
**Linda Saflarski** is a Speech Language Pathologist at Batavia High School. Linda is a graduate of Illinois State University and enjoyed working in neurotrauma with adolescents and adults for the first 20 years of her career before transitioning to education in 2008. Linda's areas of special interest are working with students who have social learning challenges using social thinking methodology and using peer mentoring to enhance student's social competencies across school and community settings.

3.C	<p><b>Title:</b> Success in the Workplace: Using Technology to Support Soft Skills</p> <p><b>Presenter:</b> <i>Sandy Chiampas, Ellen Deutsch, Katie Smart</i></p> <p><b>Description:</b> Studies show that only 25% of long term job success is related to cognitive or technical skills. The other 75% is related to soft skills such as communication, critical thinking, professionalism, work ethic, and teamwork. Often overlooked as skills to be taught, soft skills include character traits and interpersonal skills that are key to successfully apply for and maintain a job. Both high and low technology can assist students in learning and demonstrating soft skills through video modeling, role playing, AAC, and mobile apps. LADSE assistive technology consultants work with area high school vocational and transition teams as well as two local Project SEARCH programs to provide training and ongoing consultation on assistive technology. This session will showcase the technology supports our students and interns have applied in a variety of transition and vocational settings.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Define soft skills and identify at least 3 character traits and interpersonal skills that are keys to successful employment.</li> <li>2. Identify at least two tools that can be used to teach soft skills in a transition or vocational setting.</li> <li>3. Identify at least three mobile technology resources that students and interns can use to demonstrate soft skills in the workplace.</li> </ol> <p><b>Ellen Deutsch, Sandy Chiampas and Katie Smart</b> are RESNA certified assistive technology consultants at the LaGrange Area Department of Special Education (LADSE.) The LADSE Assistive Technology Guidance Team is comprised of seven interdisciplinary team members who provide evaluations and consult with educational teams throughout the 15 districts that comprise the LADSE cooperative. Additionally, the assistive technology team supports instructional programming for students within our LADSE classrooms.</p>	<p><a href="http://bit.ly/PracConfSession3C">http://bit.ly/PracConfSession3C</a></p>
3.D	<p><b>Title:</b> 4 Essential AT Supports for Struggling Readers</p> <p><b>Presenter:</b> <i>Janet Kennedy</i></p> <p><b>Description:</b> There are four essential items to consider in developing a comprehensive assistive technology plan for a struggling reader. The following 4 key components will be highlighted and discussed: 1. Text to speech (TTS): Many students struggle with reading comprehension due to issues with fluency and decoding and fail to make progress with traditional reading interventions thus are provided with lower leveled texts, low-level learning activities, and materials. Some are additionally provided with an adult-reader accommodation when accessing higher level text. These factors in turn lead to a lack of sufficient access to content vocabulary, lower levels of motivation, lower levels of comprehension of text, reduced self-confidence, and independence amongst students who struggle with literacy. Use of text to speech tools (TTS) is an essential part of an assistive technology plan for students who struggle with literacy. TTS tools will be discussed with examples and demonstration of freely available tools provided. 2. Accessible curriculum and instructional materials (AEM): An accessible curriculum and access to accessible instructional materials is a critically important component in creating a universally designed learning environment where students who struggle with literacy can easily access grade level materials using TTS tools. Many school districts including Oak Lawn Hometown D123 are tasked with creating their own Common Core ELA curricular materials. Teachers creating universally designed lessons for the classroom must consider what components are important to consider for the students who are accessing their lessons using AT tools. Best practices for developing AEM (accessible educational materials), key elements of what makes a curriculum accessible as well as first-hand experiences in launching an accessible ELA curriculum/lessons in a K-8 environment will be discussed. 3. Digital books: Some students who struggle with reading will qualify for access to free accessible e-books through programs such as Bookshare or Learning Ally through an amendment in the copyright law which allows for provision of copyrighted digital books to students. Unfortunately, some students who struggle to read do not qualify. Resources for obtaining digital books as well as helpful features will be demonstrated and discussed. 4. Built in-dictionary tool: As mentioned above, students who struggle with decoding are often unable to make sense of the meaning of the words and to fully comprehend text. Many assistive technology providers are now including a built-in electronic dictionary feature where students can highlight and unknown word within any text and have a definition read aloud. Discussion will focus on why this is an important additional tool as well as examples and demonstration of their use.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participants will identify 4 components of an effective assistive technology plan for students who struggle with reading.</li> <li>2. Participants will explain 2 essential components of accessible instructional materials.</li> <li>3. Participants will state at least 2 options for obtaining accessible books and e-books.</li> </ol> <p><b>Mrs. Kennedy</b> has 17 years of experience in the public school setting providing assistive technology consultation, training, plan implementation, and professional development. She has diverse experience consulting on: UDL, accessible curriculum/instructional materials, ESL, AAC, and EdTech. She has extensive experience in iOS, Chromebook, and Mac accessibility.</p>	<p><a href="http://bit.ly/PracSession3D">http://bit.ly/PracSession3D</a></p>
3.E	<p><b>Title:</b> Following the IEP Framework to Document AAC Assessments: From Consideration to Implementation.</p> <p><b>Presenter:</b> <i>Erin Ross &amp; Carrie Slaymaker</i></p> <p><b>Description:</b> This presentation will discuss a framework to help conceptualize the complex process of assessment, trials, and implementation of Augmentative and Alternative Communication systems through a sequence of up to six essential steps with a focus on how to appropriately document each step within the Individualized Educational Plan system. Each student is unique and the timing of needs, or change of needs, may occur within various points of an IEP cycle. The presentation will support IEP teams to recognize essentials steps, how to document these steps, and special considerations within each step given visual supports and individualized case studies.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. By the end of the presentation, participants will be able to list a sequential timeline of up to 6 essential steps to an Augmentative and Alternative Communication assessment process in the schools.</li> </ol>	<p><a href="http://bit.ly/PracConf3E">http://bit.ly/PracConf3E</a></p>

2. By the end of this presentation, participants will be able to indicate appropriate procedures (including parent permissions, IEP meetings/types, documentation) associated with each of the up to 6 essential steps.
3. By the end of this presentation, participants will be able to explain additional considerations for assessment, implementation, funding and IEP documentation for each of the up to 6 essential steps.

**Erin Ross** is an Assistive Technology Facilitator at Glenview School District 34. She has been working in the field of Assistive Technology for three years. She is ATP certified through RESNA and received her AT graduate certification from the University of Illinois at Chicago. Previously, she taught students in fourth through seventh grades with severe autism.

**Carrie Slaymaker** is a certified bilingual speech-language pathologist with additional areas of specialty in working with clients/students who use Augmentative and/or Alternative Communication Systems. She has worked in the public schools, therapeutic day schools, private practice and Early Intervention system. She currently works as Pediatric Director of Clinical Services for Health PRO-Heritage as well as the lead speech-language pathologist and AAC support specialist for a large, culturally and linguistically diverse school district outside of Chicago.

### Session Four

4.A	<p><b>Title:</b> Building Capacity for AT Services Through the Common Language of Problem-Solving <a href="http://bit.ly/PracConfSession4A">http://bit.ly/PracConfSession4A</a></p> <p><b>Presenters:</b> <i>Daniel Cochrane</i></p> <p><b>Description:</b> The need to move toward a capacity-building model in the provision of assistive technology services has been promoted by DeCoste and Bowser in workshops and online classes for at least five years (DeCoste, 2014). It requires building a common understanding within a school district of what assistive technology is and how we decide whether a student would benefit. We can do this by harnessing the common language of the problem-solving cycle, the core decision-making process of RtI and MTSS, instead of introducing an isolated acronym-based decision-making framework. In this session, UIC clinical instructor Daniel Cochrane will show you how he integrated AT into the problem-solving process as a way of building capacity in his former school district, where he served as AT coordinator for thirteen years. Combining the problem-solving cycle with the Johns Hopkins University AT Cycle and an expanded version of task-demand analysis from the Illinois AT Guidance Manual (2012), Dan created a simple but powerful visual guide to the AT process that embeds key principles of best practice in AT.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participants will identify how the JHU AT Cycle intersects with the generic problem-solving cycle</li> <li>2. Participants will apply six categories of task-demand analysis to a simple task</li> <li>3. Participants will identify how AT system model “ingredients” are used in an AT process model “recipe.”</li> </ol> <p><b>Daniel Cochrane</b>, MA, MS, ATP, is a clinical instructor in the Assistive Technology Certificate Program at the University of Illinois at Chicago where he teaches online courses in assistive technology to school-based practitioners. A former special educator, Dan worked for twenty years in a suburban Chicago K12 unit school district, serving as full-time district-wide assistive technology coordinator the last thirteen years in the district. An active member of RESNA, Dan is currently a member of the Board of Directors and chair of the Special Interest Group (SIG) in K12 AT Practice, which is working on a position paper to support capacity-building in AT services.</p>
4.B	<p><b>Title:</b> You Can't Take Your Case Manager with You. <a href="http://bit.ly/PracConfSession4B">http://bit.ly/PracConfSession4B</a></p> <p><b>Presenters:</b> <i>Sayard Bass</i></p> <p><b>Description:</b> As we educate and support students through the school system we do everything we can to help them succeed. When students graduate, the rules change and when they do, the students are now on their own. So, what can we do? Indicator 13 and indicator 14 of the State Performance Plan, under IDEA 2004, direct us on preparing students with IEPs for the world after high school. However, data from the National Longitudinal Study coupled with Indicator 14 surveys indicate that we aren't always getting there. How can we prepare students for a world without their case managers? Assistive Technology, as well as self-determination skills, can help to support our students to become successful! Come learn tools and strategies to assist your students in achieving the best outcome possible!</p> <p><b>Learner Outcomes:</b></p> <p>Following attendance of this session you will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify levels of post-collegiate services (3 levels from K&amp;W Guide),</li> <li>2. Understand the differences between IDEA and ADA and how that shapes high school service delivery.</li> <li>3. Learn three tools to utilize to promote successful collegiate transition (QIAT PS [including exciting new info which will be revealed soon :)], Hierarchy of replacing accommodations with AT, Transition and Technology Form.)</li> </ol> <p><b>Sayard Bass</b> is a speech pathologist who has been pulled into the world of assistive technology. Currently, she is the assistive technology consultant at Southwest Co-op, lectures as an adjunct instructor at UIC, presents nationally as well as for local Infinitec webinars. When not investigating new ideas in AT she enjoys storytelling at the Peopletree in Naperville. She is grateful for life experiences which have allowed her to work with students from early intervention through transition and those with high incidence to low incidence disabilities.</p>

4. C	<p><b>Title:</b> Creating an Irresistible Invitation to Learn Through Books and Core Vocabulary. <a href="http://bit.ly/PracConfSession4C">http://bit.ly/PracConfSession4C</a></p> <p><b>Presenter:</b> <i>Anastasia Alter &amp; Bryn Brighton</i></p> <p><b>Description:</b> Shared reading is an important activity in language acquisition and development. Unintentionally, while working with low incidence population, we are restricting literacy activities due to a lack of attention, level of instructions, vocabulary inventory, and fixating on labeling objects/action in pictures, matching activities, etc. AAC users often do not get adequate amount of modeling during shared reading time and it becomes a sit quietly compliance time. As a result, our students are not engaged and it is very difficult to have an effective literacy lesson. In this session, participants will be given a framework to engage students and make shared reading meaningful and purposeful (multilevel instruction). The presentation will include practitioner-friendly ways to immediately involve the whole team into using AAC to incorporate core words during a shared reading time. In addition, learners will develop a better understanding of how to engage their student's attention to improve joint attention, and create shared enjoyment in books. Students will naturally be encouraged to use spontaneous interaction in a natural group setting, build a wealth and depth of vocabulary and to have fun! Follow up activities to maximize generalization of core words throughout a day will be provided.</p> <p><b>Learner Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify instructional strategies to incorporate core words into shared reading times/literacy groups.</li> <li>2. Implement instructional practices to engage students and enhance vocabulary, content knowledge, and reading outcomes.</li> <li>3. Empower all team members to implement AAC and model appropriately during literacy activities as well as throughout the whole school day.</li> </ol> <p><b>Bryn Brighton, M.ED. CCC-SLP</b> Bryn has had the privilege of working as a Speech Language Pathologist in the United Kingdom and the United States, being certified in both countries. She holds a Certificate of Clinical Competence from the American Speech and Hearing Association (ASHA) and is currently licensed to practice in Illinois. She earned her Bachelor's degree in Communication Sciences and Disorders (CSD) from Michigan State University in 2007, and her Master's degree from Valdosta State University in CSD in 2010. Currently, Bryn is a Speech Language Pathologist at the Exceptional Learners Collaborative servicing students in the low incidence program. Bryn's interests include autism, AAC, language disorders, and instruction for students with multiple disabilities.</p> <p><b>Anastasia Alter, M.S. CCC-SLP</b> Anastasia holds a Master's degree in Speech Language Pathology from Saint Xavier University in Chicago. She has 7 years of experience working in the field and has worked with individuals of all ages with varying disabilities. For the past two years Anastasia has been working in the capacity of Assistive Technology Facilitator at the Exceptional Learners Collaborative servicing students in 5 different districts. Her work centers on building staff capacity by designing and implementing AAC trainings, implementing efficient strategies to maximize the use of AAC systems in classrooms, involving and building relationships with parents and outside providers. Her current initiatives focus on developing systematic, practitioner-friendly frameworks for AAC professional development, designing and implementing literacy and language development interventions for students in self-contained classrooms in the low incidence program.</p>
4.D	<p><b>Title:</b> Chrome AT Apps, Extensions and Websites across the Curriculum <a href="http://bit.ly/PracConfSession4D">http://bit.ly/PracConfSession4D</a></p> <p><b>Presenter:</b> <i>Sharon Meldgin &amp; Linda McGinnis</i></p> <p><b>Description:</b> As practitioners, it is important to look at AT that supports the learner's area of need. This presentation will focus on apps, extensions and websites that provide features for the decision- making process and target specific skill sets.</p> <p><b>Learner Outcomes:</b></p> <p>Participants will come away with a plethora of apps, extensions and websites that support the decision making consideration process of Assistive Technology across the curriculum.</p> <p><b>Linda McGinnis</b> is a RESNA certified Assistive Technology Professional who has been in education for over 30 years. She has worked at special ed cooperatives and school districts, providing both assistive and instructional technology for both the high and low incidence special ed population.</p> <p><b>Sharon Meldgin</b> is a certified Assistive Technology Specialist with Leyden Area Special Ed. Cooperative. She works with students from K-12th grades providing AT Direct and consult services. She also has had experience at the college level providing AT services.</p>
4. E	<p><b>Title:</b> Collect and Analyze AT and IEP Data using Google Data Studio. <a href="http://bit.ly/PracConfSession4E">http://bit.ly/PracConfSession4E</a></p> <p><b>Presenter:</b> <i>Tim Kennedy</i></p> <p><b>Description:</b> Google Data Studio is a great way to collect and analyze multiple sources of data. Teachers and therapists are always looking for more efficient ways to collect and share data with parents, students, administrators and government agencies. This tool will pull data from multiple sources and display charts, graphs and tables with relevant data to support student growth.</p> <p><b>Learner Outcomes:</b> Participants will understand the uses and functionality of Google Data Studio as it relates to data collection for assistive technology, IEP goals, therapy services and other educational purposes.</p> <p><b>Tim Kennedy</b> is an educational consultant for Infinitec and Wendelin Consulting Group, Inc. He has been in education for 23 years as a special education teacher, assistive technology coordinator, and principal at a day school for students with significant disabilities. He provides professional development in technology integration, assistive technology, curriculum development, and special education issues.</p>