Practitioner's Conference

April 8, 2025

Virtual Conference Zoom

Agenda

Session 1	8:30 - 9:45
Session 2	10:00 - 11:15
Lunch & Learn	11:30 - 12:15
Session 3	12:30 - 1:45
Session 4 Keynote	2:00 - 3:30

There is NO COST to attend. This conference is supported by a grant through the Illinois State Board of Education.

Please choose ONE presentation for EACH Session. Register by clicking on the individual session link.

Below you will find the title and the registration link for each individual session. A full description of each session is attached.

NOTE: Upon registration a confirmation email will be sent to the address entered. If you do NOT receive that please check your spam/junk folder. If you do not receive that email, please contact epatrick@ucpnet.org.

Session One 8:30 – 9:45

- Digital Resources to Build AAC Capacity for Families and Staff - Karyn Bossenga; Lyndsay Shymkewich

- Finding Your Voice Through Eye Gaze - Bonnie Grube

- Unlocking Potential by Strengthening Capacity with Assistive Technology Tools in School Districts to Promote Buy-in and Usage - Erin Ross; Kelly Key

- Enhancing Classroom Support for Students with Hearing Loss: Leveraging Technology for Success - Deirdre Sheldon

Session Two 10:00 – 11:15

- Finding the Sweet SPOT: Building Capacity With AAC Using A Collaborative Sensory Approach - Colleen Mier; Julie Carey

- Increasing AAC User's Ability to Communicate: Body Safety and Emotional Needs - Sandy Chiampas, Nancy Gooder, Haley Brancheau, Jackie Loftus, and Katie Smart

- Empowering Voices: Using AAC to Foster Independence and Celebrate Ability - Angelyn Isaac; Fallon Mack

- Group Think: It's Not Just for Cults How Working Together Supports Student Achievement - Kristy Saar; Morgan Foreman; Sandy Czernik

Lunch & Learn Session 11:30 - 12:15

- The Telepathy Tapes: What can we learn from this ground breaking podcast? - Sayard Bass, Erin Wagner

Session Three 12:30 – 1:45

- Counteracting Ableism and Ableism in Communication for Students Who Do Not Speak and Use AT and AAC - Dr. Ramona Schwartz-Johnston

- AT Capacity Building in the Absence of an AT Expert - Sayard Bass M.S. CCC-SLP/L, ATP

- From Classroom to Home: Enhancing Communication with Assistive Technology - Hunter Birch; Kristin Bertram; Mallory Anning

- Train the Trainer and Teach the Teachers: AAC implementation strategies for ALL team members. - Megan Mussano M.S. CCC-SLP

Session Four Keynote 2:00 – 3:30

- Supporting One, Supporting All: Collaborative Classroom Support Models for Inclusive Classrooms - Dr. Shelley Moore

Session One

1.A

Digital Resources to Build AAC Capacity for Families and Staff

bit.ly/3D3ev2P

Presented by: **Karyn Bossenga; Kristen Zmuda; Lyndsay Shymkewich**

Description: In this session, the presenters will share how they have leveraged digital tools to create on-demand training and resources that help build AAC capacity for families and staff. The team will explore their use of platforms such as Infinitec's Engage, KickUp Professional Development System, AAC Learning Lab, TD Learning Hub, as well as tools like Google Forms, Slides, Autocrat, and AI voice-over tools to develop a comprehensive training system. They will also showcase how they have designed resource guides to ensure families and staff have easy access to everything they need to effectively get started with AAC.

Learner Outcomes:
- Learners will gain knowledge of three digital platforms that can be used to organize, manage, and develop personalized on-demand training materials.
- Learners will be provided with a framework to create easily maintainable learning resource guides for staff and families.

BIO: Karyn is an AT Specialist working with elementary schools, focusing on supported education students and autism self-contained classrooms. She holds an LBSI certification in special education and an LBSII in technology and multiple disabilities. Karyn has earned Master's Degrees in reading, technology, and multiple disabilities, as well as an AT Certificate from UIC. This marks her sixth year as an AT Specialist and her 25th year in education.

Lyndsay is an AT Specialist supporting early childhood, elementary self-contained multi-needs classrooms, and middle schools. She holds an undergraduate degree in social work and a Master's Degree in special education. Additionally, Lyndsay is licensed as an LBSII for multiple disabilities, technology, and transition. She also holds an AT Certificate from UIC. This is her 13th year as an AT Specialist and 23rd year in the district.

Kristen is an AT Specialist working with high school students, transition programs, and out-of-district placements. She is a licensed Speech-Language Pathologist and currently works part-time as an AT Specialist. Kristen holds a Bachelor's and a Master's Degree in Speech and Language Pathology. She has been with the district for 8 years, with 3 of those years spent in the AT Department.

1.B

Finding Your Voice Through Eye Gaze

bit.ly/41CaZFM

Presented by: Bonnie Grube

Description: This session will focus on navigating through the process of using an eye gaze enabled speech generating device from exploration, implementation and acquisition.

Learner Outcomes:
- Learn about available hardware and software for eye gaze users; 2) Learn how to advance the eye gaze user through the process of exploration, communication and acquisition.

BIO: Bonnie Grube has been a practicing SLP for 26 years. She currently is supporting the complex communication needs of the amazing students at Laremont School in Gages Lake, Illinois. As an Assistive Technology Facilitator, she works collaboratively with team members to give students access to an eye gaze enabled speech generated device. She is a second generation SLP and is dedicated to giving everyone a voice!

Unlocking Potential by Strengthening Capacity with Assistive Technology Tools in School Districts to Promote Buy-in and Usage

bit.ly/41mLKGf

Presented by: Kelly Key, Erin Ross

Description: Whether you're just starting your career in AT, or you have an established program, you are guaranteed to gain valuable insights and practical strategies to implement academic AT district-wide. Come hear firsthand experiences from 2 districts at different stages of AT implementation and learn from one another. The audience will share their own successes in building capacity and innovative solutions will be explored.

Areas will include; administrative support for AT, consideration of AT needs, implementation of AT tools, and creating professional development (empowering both staff, students, and families). You will take away ideas for lesson plans for training full classes, and tips for conducting individual AT consultations (including lesson plans, student feedback, write-ups, quick cards, and IEP documentation).

Come join us to learn and also share your own ideas. This engaging session will leave you with excitement, and an action plan that you can start implementing right away.

Learner Outcomes:
- Participants will be able to identify at least 4 strategies for providing meaningful professional development on AT tools and implementation to students, educators, and families.
- Participants will be able to describe at least 3 strategies for implementing universal tools district-wide.
- Participants will be able to obtain at least 4 new ideas to implement when providing an individual AT consultation with a student.
- Participants will discuss and engage in collaborative problem-solving to develop strategies and solutions for overcoming roadblocks in AT implementation.

BIO: Kelly Key has been in the field of special education for over 28 years. She is the Assistive Technology Coordinator for the Barrington School District (EC-Transition) in Barrington, Illinois. She has been in her current role for over 18 years. She has also served as an administrator for 13 years as a Special Services Facilitator and Assistant Principal. Prior to becoming an administrator, she taught special education students with multiple needs for 9 years. She is passionate about making sure that students are taught the tools they need to access the environment, show what they know, and exceed.

Erin graduated with my Bachelor's in Special Education in 2014. She taught autistic students in fourth through seventh grades that received a continuum of support across different educational environments. In 2017, she received her graduate certificate in Assistive Technology from the University of Illinois at Chicago and became a certified Assistive Technology Professional (ATP) through RESNA. Since, she has been an Assistive Technology Facilitator serving students in preschool through eighth grade. She presents nationally at conferences and is actively involved in numerous professional learning networks. Erin is the Founder and Owner of The A.T. Tutor LLC.

Enhancing Classroom Support for Students with Hearing Loss: Leveraging Technology for Success

bit.ly/3XrviDD

Presented by: Deirdre Sheldon

Description:
This professional development course will explore effective strategies for supporting students with hearing loss in the classroom. We will cover the use of classroom interpreters, accommodations such as closed captions and microphone systems, and best practices for teaching students who are Deaf or Hard of Hearing. Participants will gain insights into key differences between Deaf and Hard of Hearing students and learn how to create an inclusive learning environment using technology and tailored teaching approaches.

Learner Outcomes:
- Participants will be able to effectively utilize technology-based accommodations, such as classroom interpreters, closed captions, and microphone systems, to support students with hearing loss in the classroom.
- Participants will develop strategies to differentiate instruction for Deaf and Hard of Hearing students, fostering an inclusive learning environment that meets their unique communication and educational needs.

BIO: Deirdre Sheldon is a dedicated DHH (Deaf and Hard of Hearing) teacher with five years of experience, four of which have been spent at Southwest Cooperative. She currently teaches 2nd and 3rd graders in a self-contained DHH classroom in Lemont, Illinois. Deirdre has worked with students ranging from Kindergarten to 3rd grade, and is passionate about utilizing technology to enhance learning, equity, and inclusion. She is also pursuing a Master's degree in Instructional Design and Technology at Purdue University, where she is expanding her expertise in integrating technology to create effective and inclusive educational experiences.

2.A	

Finding the Sweet SPOT: Building Capacity With AAC Using A Collaborative Sensory Approach

bit.ly/4hbcjnz

Presented by: Colleen Mier; Julie Carey

Description: Are you looking for ideas to help your early learners who use augmentative and alternative communication (AAC) supports communicate more meaningfully? It is important that students with complex communication needs have an opportunity to communicate and to participate in a wide range of activities at school just like any other students do, including those which are play- and sensory-based and also foster social interactions. In the context of AAC, sensory therapy can serve as a valuable tool in improving communication skills for individuals facing communication difficulties, facilitating the natural development of language. Engaging in sensory activities centered around play can be highly motivating for students and can bolster their readiness to engage in activities at a table. By integrating tactile, visual, taste, and smell elements into group activities, students' attention, involvement, and enthusiasm for communication-based tasks can be enhanced. Oftentimes, students with diverse learning needs may exhibit reluctance towards fine and visual motor activities due to challenges with proprioceptive regulation and body awareness. By incorporating preferred sensory experiences alongside motor activities, students' success and eagerness to complete both motor and communication tasks can be heightened. Join us in learning how to embrace the capacity building model over the traditional "expert model" in AAC implementation. We'll delve into the power of collaboration between Speech and OT. Together, we will uncover the sweet SPOT where creativity and interactivity flourish, nurturing language skills and fostering active engagement through sensory play. Throughout our session, we will showcase success stories of students who have flourished using this collaborative approach and illustrate the effectiveness of merging sensory therapy with AAC. Participants will leave the session with a toolbox of practical ideas and strategies. These resources will empower them to cultivate inclusive and dynamic learning environments in their classrooms and therapy settings, benefiting all students.

Learner Outcomes:
- Participants will describe the capacity building model and explain how the capacity building model can provide more effective programming for students with complex communication needs
- Participants will describe at least two ways to design lessons that incorporate sensory play in order to create motivating and engaging activities that can enhance communication skills
- Participants will be able to list at least two sensory systems and identify how they promote regulation for learning.

BIO: Julie Carey, SLP has 17 years of experience working within the public elementary school setting, primarily in structured self-contained special education. Her current caseload of diverse learners consists of students with autism spectrum disorders and developmental disabilities. She has extensive experience working with a variety of AAC applications and systems. Primary areas of interest include implementing core vocabulary and AAC use within classroom routines and activities, as well as supporting parents and school staff as they become confident communication partners with their AAC users.

Colleen Mier, OTR/L has eight years of experience as a pediatric occupational therapist. She spent four years as a clinic-based pediatric provider and has now found her passion as a school-based practitioner in a self-contained special education program.. Her caseload includes primarily students with autism spectrum disorder, developmental delays, and ADHD. Areas of interest consist of sensory processing, self-regulation, and functional fine and visual motor intervention.

2.B	## Increasing AAC User's Ability to Communicate: Body Safety and Emotional Needs
	bit.ly/4ihNPtU
	Presented by: Sandy Chiampas, Nancy Gooder, Haley Brancheau, Jackie Loftus, and Katie Smart
	Description: This session focuses on targeting communication functions related to emotional regulation, physical wellness, and body safety.
	Learner Outcomes: - Learners will be able to identify vocabulary related to emotional regulation and body safety and wellness - Identify 2 ways to advocate for the instruction and facilitation of safety vocabulary.
	BIO: The LADSE Speech Pathologists from the Assistive Technology team- Sandy Chiampas, Nancy Gooder, Haley Brancheau, Jackie Loftus, and Katie Smart. The LADSE AT team services 15 school districts in the western suburbs to assist with AT evaluations and team consultation. In addition to this SLP group, we also have Occupational Therapists on our team.
2.C	## Empowering Voices: Using AAC to Foster Independence and Celebrate Ability
	bit.ly/41F9BST
	Presented by: Angelyn Isaac; Fallon Mack
	Description: This session will explore understanding students and their unique abilities, regardless of their disabilities, and how AAC can empower them to achieve independence. Giving students a voice is essential for building confidence, fostering communication, and supporting their journey toward independence. With the right tools and support, anything is possible!
	Learner Outcomes: - Understanding AAC; How to implement AAC; The process of determining the best AAC supports for students who are the most challenging
	BIOs: Fallon Mack is an Assistive Technology Specialist with 18 years of dedicated service at SPEED. She began her career at SPEED in 2007 as a speech therapist and quickly discovered her passion for Assistive Technology. Through hard work and commitment, she has become a vital resource for 15 member districts, helping students find their voices through AAC. Fallon is deeply passionate about empowering educators to integrate assistive technology into their classrooms, ensuring all students have access to the tools they need to succeed. Her unwavering dedication to the field is both inspiring and impactful. Angelyn Isaac – Assistive Technology Specialist With over 15 years of experience as an Assistive Technology (AT) Specialist at SPEED District 802, Angelyn has dedicated her career to helping students with high needs by leveraging innovative AT solutions. Passionate about Assistive Technology, Angelyn thrives on finding creative, tailored solutions to meet the unique learning needs of students, ensuring they have the tools to succeed in the classroom and beyond. Her extensive experience allows her to troubleshoot and address a wide range of challenges, always with a focus on enhancing accessibility and improving educational outcomes. In addition to her hands-on work with students, Angelyn has provided several trainings to teachers and educational staff, empowering them to effectively integrate AT into their classrooms and support students' diverse needs.

Group Think: It's Not Just for Cults How Working Together Supports Student Achievement

bit.ly/4invnjx

Presented by: Kristy Saar; Morgan Foreman; Sandy Czernik

Description: What happens when educators- an AT Specialist/OT, SLP, and TVI- come together to achieve a common goal? A cult-ure of teamwork is established. Learn how these members of an IEP team have worked together to create accessible materials, trial and error assistive technology options, and support student learning, growth, and achievement.

Learner Outcomes:
-learn about varying levels of assistive technology
-explore access methods that support communication and academics for students with multiple disabilities

BIO(S): Morgan Foreman graduated from Illinois State University's Vision Program and began her career as a TVI in 2013.   She received her Master's Degree in Reading from University of St. Francis in 2017, completed Illinois State University's EL VISTA program in 2019, and recently received a second Master's Degree in Blindness and Low Vision from Missouri State University in December 2024. Morgan has presented at state, national, and international conferences on the topics of literacy, working with early learners, Active Learning, and the Expanded Core Curriculum.   Morgan has worked as an early intervention DTV and works full-time as a TVI for Naperville Community Unit School District 203.

Sandy Czernik graduated with a BS in Occupational Therapy from The University of Illinois at Chicago in 1994. She received her Certificate in Assistive Technology from California State University Dominguez Hills in 2004. She obtained her Master's Degree in Educational Technology in 2013 from American College of Education. Sandy has presented at national and international conferences as well as school districts on strategies to build capacity, UDL, sensory, fine motor, and assistive technology. Sandy currently works full time as the Lead AT Specialist in Naperville Community Unit School District 203.

Lunch & Learn	
LL	## Lunch & Learn: The Telepathy Tapes: What can we learn from this ground breaking podcast?

bit.ly/4h5sGCo

Presented by: Sayard Bass; Erin Wagner

Description: Have you heard of The Telepathy Tapes? This groundbreaking podcast has taken the airwaves by storm, skyrocketing to the number one spot! It's a must-listen, diving deep into the world of nonspeaking communicators with Autism.)

Communication is more than just words—what if there are ways of connecting that we don't yet fully understand? What were the YES moments from the podcast that had us jumping out of our seats? What are the "No's" that screamed CAUTION? And what were the thought-provoking questions opened by this unique podcast, which science may not be able to answer?

Join Sayard and Erin as they break down this podcast series as a discussion. What can we take away from this mainstream moment for nonverbal communication?

Learner Outcomes:
- Attendees will identify four criteria that demarcate scientific evidence.
- Participants will identify three resources to provide communication options for nonverbal communicators.
- Participants will write their own statement for parents regarding nonverbal communication

BIO(S): Erin Wagner is a dedicated educator with a lifelong passion for supporting individuals with disabilities—a journey that began in high school when she volunteered with her school's life skills program. She holds a Bachelor of Science in Education from Illinois State University and is a certified Learning and Behavior Specialist. Erin began her career teaching in a therapeutic high school before returning to her hometown to support the district's low-incidence population at the high school level. Currently, she serves as an Assistive Technology Facilitator in Crystal Lake Community School District 47, where she is committed to sharing her expertise in Assistive Technology and fostering inclusive learning environments that empower all students.

Sayard Bass is a speech pathologist and ATP. She fell in love with AAC and the world of AT became her happy place! She is the AT Coordinator for Southwest Cooperative serving 11 districts and 6 specialized programs in Cook County. She also adjuncts in the AT certificate program at UIC as well as in the SLPA program at College of DuPage. Sayard enjoys presenting for organizations across the country, and just down the road. Currently she is also a Joy Zabala Fellowship Mentor. Sayard is a Mom of two who enjoys storytelling and being active and creating adventure for her family. |

Session Three

3.A	**<u>Counteracting Ableism and Ableism in Communication for Students Who Do Not Speak and Use AT and AAC</u>** **bit.ly/4bmDt9X** Presented by: Dr. Ramona Schwartz-Johnston **Description:** The session looks at how ableism is embedded in how teachers and professionals approach AAC and AT. We will discuss how ableism in communication affects how AT and AAC practices are put in place in classrooms as well as how to center disability in the classroom using Universal Design for Learning and AT flexibly and intentionally. By exploring the 3 Ps of conversation-- patience, presence, and perceptions/presumptive competence, the session participants will explore how to create spaces in the classroom to support the communication of all learners and how UDL can strengthen AT implementation. **Learner Outcomes:** - Learners will look at how ableism affects AAC and the communicative competencies of AAC users and AT users. - Learners will look at how to create spaces in the classroom to support the implementation of AT and AAC using UDL. **BIO(S):** Dr. Ramona Schwartz-Johnston is an Adjunct Professor of Special Education at National Louis University. She taught in or consulted with Chicago Public Schools and charters for about 20. As a teacher she taught all grades 4-8th, coached pre-K-8 literacy, and was a reading specialist and district literacy coordinator. At NLU she teaches courses that center on language acquisition and the domains of language, as well as literacy and reading, and AAC and AT. She firmly believes in equity in education for all students, especially students who are from marginalized groups and students who are disabled. Presumption of competence is a cornerstone of her teaching practice. She has a disability studies background and her doctoral research focused on how we conceptualize voice, listening, speaking, and personhood with youths with Cerebral Palsy who do not speak. Her academic and professional interests are focused on the lives and experiences of children and youth who do not speak and who use some form of AAC.
3.B	**<u>AT Capacity Building in the Absence of an AT Expert</u>** **bit.ly/41rPTJ9** Presented by: Sayard Bass M.S. CCC-SLP/L, ATP **Description:** Evidence and best practice indicate that having allotted FTE for assistive technology is beneficial for an organization. However, Illinois is a large and diverse state. Formulas also have not indicated how large an organization needs to be before establishing such a position. There are some districts which do not have the size which would warrant a full time position. There are others in locations where there may not be someone with that specific skill set living up the street. And, addressing the bottom line, some may choose not to make the investment in special education via assistive technology personnel. While we can argue for change we also must acknowledge and work with the situation we are given. This is the reality. In this session there will be a short review of the evidence for having an AT person (to make that case) AND strategies of how to build capacity and access resources within an organization if that simply is not your current reality. **Learning Outcomes:** - Attendees will be able to outline a case for why AT personnel can be beneficial for an organization. - Attendees will name three key elements an organization can put in place to build AT capacity.

3.C From Classroom to Home: Enhancing Communication with Assistive Technology

bit.ly/43fmLay

Presented by: Hunter Birch; Kristin Bertram; Mallory Anning

Description: This informative session will provide participants with a comprehensive understanding of the role assistive technology (AT) plays in enhancing the learning experience for students with disabilities in self-contained special education classrooms and across school districts. Attendees will gain insight into various types of communication supports, how they can be integrated into daily instruction, and ways to improve parent involvement.

Learner Outcomes:
- Participants will be equipped with knowledge to improve communication through AT within their school district.
- Participants will gain an understanding of ways to support parent involvement related to communication for their student.

BIO(S): Mallory Anning has been a dedicated Speech-Language Pathologist since 2013, with experience spanning skilled nursing facilities, early intervention, and currently public schools. She is passionate about assistive technology and is committed to discovering innovative ways to empower students in their communication. She also strives to educate others on becoming better communication partners, ensuring a more inclusive and supportive environment for all.

Hunter Birch is a 5th-year special education teacher with a passion for supporting students with diverse learning needs. Throughout her career, Hunter has gained experience working with students across a wide age range, from kindergarten through age 22. She has experience designing and implementing specific supports that address the academic, functional, and social-emotional needs of her students, using a variety of teaching strategies and assistive technologies. Hunter is committed to fostering a positive, engaging atmosphere where all students can thrive and develop to their fullest potential. Kristin Bertram is a dedicated special education teacher with over 10 years of experience working at the elementary level. Holding both an undergraduate and a master's degree in special education, Kristin has developed a deep expertise in supporting students with diverse learning needs. Throughout her career, she has worked in self-contained settings, serving students in both cross-categorical classrooms and those with emotional disabilities.

Kristin is passionate about utilizing assistive technology to enhance learning outcomes, having witnessed its profound impact on student success. She has experience implementing both high-tech and low-tech solutions, tailoring these tools to meet the unique needs of her students. With a strong commitment to providing individualized support and creating an inclusive learning environment, Kristin continues to make a lasting difference in the lives of her students.

3.D Train the Trainer and Teach the Teachers: AAC implementation strategies for ALL team members

bit.ly/41GlSXp

Presented by: Megan Mussano M.S. CCC-SLP/

Description: Communication devices are becoming more and more prevalent in our K-12 public schools. As more students are obtaining devices, adults must be trained in supporting the implementation and use of those devices. Teachers, support staff, Paraeducators, and especially Parents are all important team members in supporting device use. This presentation focuses on multiple strategies to increase student learning/use of devices. One key strategy is ensuring the adults truly know the communication device; Adults must know the device in order to model its language and use. The presenter will provide key examples in teaching the organization of 3 common communication devices, and YES, this training will shine a light on LAMP. If you are looking for a new way to explain LAMP or any of your other common devices, come learn how to train the trainers and teach the teachers.

Learner Outcomes:
- Learners will be able to train a student's educational team in strategies for teaching and continually learning a communication device.
- Learners will be able to differentiate and feature match student skills to common communication devices.
- Learns will be able to formulate a parent and staff training regiment as a part of the student's AAC implementation plan

BIO: Megan Mussano M.S. CCC-SLP/L, ATP is a full-time Assistive Technology Coordinator for an Illinois K-12 school district and has taught at the graduate level for University of Wisconsin-Milwaukee and Aurora University. She was originally trained as a Speech Language Pathologist, but has been an Assistive Technology specialist for 12 years, with 14 years of experience as a Speech Language Pathologist. She currently holds her state license in Speech-Language Pathology, national Certificate of Clinical Competence from ASHA, and holds her ATP certificate from RESNA.

Session Four - Key Note

4.A

Supporting One, Supporting All: Collaborative Classroom Support Models for Inclusive Classrooms

bit.ly/4h8WttJ

Presented by: Dr. Shelley Moore

Description: The Inclusive planning process is aiming to situate Disability as an identity, not a deficit, and so to determine what supports and strategies students require, teams are shifting to look at needs, instead of disabilities, as a reference point. In this way, planning for inclusive classes can be universal, and anticipate needs of everyone in a community. In this session we will connect to Universal Design for Learning principles and look at how we can plan for a student with a disability, in ways that can support many students in a classroom.

BIO: Like many others, Shelley didn't feel like she fit into the educational system she grew up in. After a convoluted educational journey, Shelley finally received her bachelor's degree in special education (University of Alberta), then promptly hopped on a Greyhound bus and moved to NYC to kick off her teaching career. After two years of teaching in New York, Shelley moved again, making a home in Vancouver, BC, as a resource support teacher for students with intellectual and developmental disabilities.

On Canada's west coast, Shelley received her master's (Simon Fraser University) and Ph.D. (University of British Columbia), which focused on learning about and researching inclusive education theory and practices. Her award-winning Ph.D. dissertation investigated how to support teachers to increase access to secondary grade-level academic curriculum for students with intellectual disabilities. She now draws from her experience as a student, teacher, and researcher to advocate and promote inclusion and equity for all learners.

Questions? Email Emily Rose Patrick at epatrick@ucpnet.org