TABLE OF CONTENTS

Wednesday, November 15, 2023

9:00 am to 12:00 pm Pre-Conference Session

DeafBlind Resource Teams
PaTTAN Consultants
In Person Only--hybrid

Credit: No credit
Audience: DeafBlind Resource Team Members

Building Capacity and Promoting Instruction and Assessment through PASA DLM

Alicia Cuttle, Susan LeFerber, Christa Reida, Ronda Layman
In Person Only

These sessions are for invited personnel of intermediate units only. It is a continuation of Session 1 training initiated in September and is part of a larger framework for professional development directed by the Bureau of Special Education (BSE) and developed by the PA Training and Technical Assistance Network (PaTTAN) and Dynamic Learning Maps (DLM). The training is designed as a 'train the trainer model' regarding alternate assessment and instruction intended for Intermediate Unit (IU) Low Incidence Consultants who support IU and Local Education Agency (LEA) educators.

Credit: Act 48 through previous registration
Audience: Invited personnel of Intermediate Units

Wednesday, November 15, 2023

1:00 PM to 4:45 PM Concurrent Session

01. BrainSTEPS Leadership: Promoting Teamwork While Cultivating Pediatric Brain Injury Supports

Brenda Eagan-Johnson, CBIST-AP; Maggie Lockovich, CCC/SLP-L, CBIST-AP
In Person Only

Prepare to embark on an academic journey where knowledge, innovation, and teamwork serve as the pillars for advancing pediatric brain injury school supports in Pennsylvania as we begin our 17th year of BrainSTEPS consultation and training!

In this comprehensive half-day workshop, we will delve into the facets of BrainSTEPS team leadership, with a focus on strategies to promote teamwork and enhance supports for students following pediatric brain injury.

Join us on a deep dive of BrainSTEPS Best Practice implementation. Team leads will gain a deeper understanding of how to select and implement strategies to help their local school districts. They will learn new ways to identify, plan, and create individualized brain injury accommodation plans for students, which will lay the groundwork for effective school support.

We will then focus on innovation within educational environments. Team leads will share tools and resources they use to promote their team's services locally, as well as discussion regarding how teams support their student referrals post-brain injury. During this workshop, team leads will also discover novel ways to work across Intermediate Unit teams while meeting in breakout sessions with their Regional Team Facilitators.

We will then focus on strategies for effective communication and collaboration within our multidisciplinary BrainSTEPS teams. Team leads will identify strategies crucial for nurturing teamwork and harmonious synergy among their team members.

Credits: Act 48, ASHA, Psych
Audience: Closed Session for BrainSTEPS Team Leaders

Back to Table of Contents

Wednesday, November 15, 2023

1:00 PM to 3:00 PM Concurrent Sessions

Building Capacity and Promoting Instruction and Assessment through PASA DLM

Alicia Cuttle, Susan LeFerber, Christa Reida, Ronda Layman
In Person Only

These sessions are for invited personnel of intermediate units only. It is a continuation of Session 1 training initiated in September and is part of a larger framework for professional development directed by the Bureau of Special Education (BSE) and developed by the PA Training and Technical Assistance Network (PaTTAN) and Dynamic Learning Maps (DLM). The training is designed as a 'train the trainer model' regarding alternate assessment and instruction intended for Intermediate Unit (IU) Low Incidence Consultants who support IU and Local Education Agency (LEA) educators.

Credit: Act 48 through previous registration
Audience: Invited personnel of Intermediate Units

02. Lesson Planning in Inclusive Classrooms: Creating Grade-Level Standards-Based Lessons for ALL

Jessica Bowman, PhD

At every level of the system, meaningful adult collaboration is central for breaking down the barriers that separate kids, particularly students with significant cognitive disabilities, from their grade-level peers without disabilities. Universally designed instruction that is created and delivered by a collaborative team of teachers and related service personnel can support each and every student to be an active learner in general education classes. This session will provide tools, examples, and guided practice opportunities to create inclusive and collaborative lesson plans that support students to access and make progress on grade level general education standards in the general education classroom. Examples will include large and small group instruction, as well as engagement strategies with classmates. When educators work together and share responsibility for each student, the students will benefit, as will the educators. It is true that together we are better!

Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; General Education Teachers

03. Coordinating Inclusive Events: Toy Adaptation Day and Adapted Art Showcase

Carley Knappenberger, Danielle Argot, Jason Gonzalez, Marisa Giannini

Students with physical disabilities do not have the same access to activities compared to their non-disabled peers. In this session, we will explore the essential steps to organize two inclusive events: a Toy Adaptation Day and an Adapted Art Showcase. Both events aim to provide opportunities for individuals with disabilities to participate fully in recreational and artistic activities. We will delve into the processes of collaboration, resource acquisition, recipient identification, and event organization for these impactful initiatives.

Credits: Act 48, ACREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Speech therapists; Assistive Technology Specialists; Occupational Therapists; Physical Therapists; Parents, Guardians, Family Members; Paraprofessionals

04. Hold Everything! A Make-and-Take

Amanda Whelan, Bethann Molinari, Jody Alwood-Vargas, Marie Woodson, Kimberly Malcom
In Person Only

This session is a make and take based on the "Hold Everything!" booklet from the Ohio Center for Deafblind center. The goal of this session is to provide educators with play spaces for young children with sensory impairments (deaf-blind) and other special needs. The presenters will guide the audience in creating three "stay-put" play spaces that will facilitate and encourage repeated, self-initiated exploration, are easily adaptable, and can appeal to a variety of young children with high interest and multi-sensory materials.

Credits: Act 48, ACREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessionals

05. Having the Right Tools for the Job: General Education Toolkit for ToDHHs

Sue Ann Houser

Each school year begins with a flurry of in-service sessions, meetings and orientations. Teachers of students who are deaf or hard of hearing (ToDHH), whether they are itinerant teachers or classroom-based, are tasked with an endless list of things they must do for their own preparation, but also preparing the other educators who work with students on their caseload. Assuring general and special education staff aware of what accommodations and specifically designed instruction DHH students need in order to be successful is a vital piece of this preparation work. Having resources and materials at the ready makes providing educators, families and students with information and tools to start the year off on an "informed foot". Participants will leave this session with resources to address an array of needs and content, including DHH specific PowerPoints that can be used to train general education staff, as well as, establish a collaborative atmosphere.
.
Credits: Act 48, Psych
Audience: Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind

06. Support Canes, Crutches, and Walkers Oh My!?!

Scott Crawford

"Support Canes, Crutches, and Walkers Oh My!?!" will focus on strategies to safely assist students with orthopedic impairments in adapting techniques and strategies to simultaneously meet both their vision and support needs for safe travel. Session will include the importance of consultation between professionals to help assure or reduce the chance of injury to the consumer, changes in the amount of support needed depending on numerous conditions, the need for multiple type devices, depending on the needs for the particular trip, and how modified techniques and strategies can reduce the effectiveness of support devices.

Credits: Act 48, ACVREP, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers/other professionals who work with students who have sustained traumatic brain injury; Occupational Therapists; Physical Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessionals

Wednesday, November 15, 2023

3:15 PM to 4:45 PM Concurrent Sessions

07. Teaching Deaf-Blind People to Communicate and Interact with the Public

Dona Sauerburger

When my client, an energetic, deaf college student with tunnel vision, asked for help at the grocery store, the staff was very creative in figuring out how to help her, but she came back to me crying, asking why the staff were so mean to her. This was when I first learned the importance of teaching deaf-blind students how to communicate AND interact with the public.

That was more than 40 years ago and since then, principles and strategies have been developed for preparing our deaf-blind students to deal with a world that can seem perplexing and intimidating. So put on your thinking cap and come have some fun learning how it's done!

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; Assistive Technology Specialists; Occupational Therapists; Physical Therapists; Orientation and Mobility Specialists; Audiologists; Parents, Guardians, Family Members

08. Mathematical Foundations for Students with Extensive Support Needs

Chantelle Ney-Shaffer

Research states that students with extensive support needs lack early numeracy and number sense skills needed as a foundation for mathematical understanding and application (Root, Jimenez, Saunders, & Stanger, 2020). Students with extensive support needs have not been exposed to the content, skills, or quality instruction

needed to be successful in math (Baroody, 1986; & Browder et al., 2012). Additionally, these students also struggle with a variety of skills needed to solve word problems (Root, Jimenez, Saunders, & Stanger, 2020). This session will focus on the skills and strategies that are needed to address these deficit areas and how the use of assistive technology can support the implementation of instruction, and student access and participation that leads to student growth and achievement.

Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Speech therapists; Assistive Technology Specialists; Occupational Therapists; Physical Therapists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

09. Write on! Teaching Writing Skills to Students with Autism and Intellectual Disability

Robert Pennington, PhD, BCBA-D

The development of written expression skills is essential to success in a range of critical life domains including academic performance, employment, and social interaction. Despite its importance, there has been little guidance from the research literature on strategies to teach students with complex support needs to write. In this exciting session, Dr. Pennington will describe a behavioral approach to teaching written expression to students with autism and intellectual disability. Further, he will distill findings from a decade of research investigations into practical teaching strategies for educators to implement quickly in their classrooms. Dr. Pennington will draw on decades of experience in classroom settings to engage participants as they work through activities and learn powerful new concepts.
.
Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; Speech Therapists; General Education Teachers; Assistive Technology Specialists; Paraprofessionals

Back to Table of Contents

10. Development of Autonomy in Deaf and Hard of Hearing Children with Social Emotional Involvement

Katelyn Monaghan**,** M.A., Au.D., CCC-A

In this session, you will explore the DESE definitions of impairment, how D/HoH children fit into this definition, the impacts of social-emotional learning on literacy and language development, and support the student to develop their autonomy to persevere and succeed socially and academically.

Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Speech Therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists; Physical Therapists; Audiologists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

11. Beginning Orientation and Mobility for Visually Impaired Wheelchair Users

Scott Crawford,COMS, CATIS, CLVT

This introduction to working with visually impaired wheelchair users will include strategies for assessment, methods of propelling the chairs, implementing the long cane with chair usage, and navigating tight spaces (the key to the rest of training). Additional topics will include strategies for stopping the student in an emergency, measuring the height of drop offs, and training strategies for helping the student learn to respond appropriately when the cane contacts an obstacle.

Credits: Act 48, ACVREP, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers/other professionals who work with students who have sustained traumatic brain injury; Occupational Therapists; Physical Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessional**s**

Thursday, November 16, 2023

8:00 AM to 9:15 AM Keynote Session

12. Equity by Design

Mirko Chardin

Every student deserves the opportunity to be successful regardless of their zip code, the color of their skin, the language they speak, their sexual and/or gender identity, their religion, and whether or not they have a disability. If we truly want to be inclusive in our learning environments, we must proactively plan for student variability and begin to see culture and diversity as an asset. This starts with examining our implicit biases, power and privilege and universally designing classrooms and schools so all students have equal opportunities to learn, share their voice, and work toward meaningful, authentic, and relevant goals. Join us for this session on how we can implement UDL to help us build more equitable learning environments.

Credits: Act 48, ACREP, ASHA, Psych
Audience: All conference attendees

Thursday, November 16, 2023

9:30 AM to 2:45 PM Concurrent Session

13. Essential Tools of the Trade for Professionals Working With Students Who Are DeafBlind

Kaycee Bennett, Rachel Collins

This session will provide an overview of the recent TSBVI publication of Essential Tools of the Trade for Teacher of Students who are Deafblind: A "How-To" Guide for Completing Evaluations.

Credits: Act 48, ACREP, ASHA, Psych
Audience: Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind

Thursday, November 16, 2023

9:30 AM to 11:30 AM Concurrent Sessions

14. Using DLM Resources to Promote Instruction for Students Who Qualify for the PASA

Alicia Cuttle, Susan LeFeber, Christa Reida, Ronda Layman

Each day, professionals are presented with a barrage of online information – emails, newsletters, advertisements about curriculum and resources, and more. It can be overwhelming to know which resources are key to delivering English Language Arts, mathematics, and science standards. Teachers of students with the most significant cognitive disabilities may experience greater challenges identifying resources and delivering accessible standards and content. In 2020, the PA Department of Education, Bureau of Special Education (BSE) adopted a new assessment system that includes key resources for teachers of students with significant cognitive disabilities. Join the BSE and Dynamic Learning Maps (DLM) as the team provides a 'walk through' of content, instructional resources and assessment tools that can help with planning, teaching, and assessing.

This session is appropriate for participants who have a novice understanding of DLM.

Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Supervisors/Administrators; School Counselors and/or School Psychologists; Parents, Guardians, Family Members

15. CVI: Beyond Assessment: Creating Accessible Learning
Ellen Mazel

Credits: Act 48, ACREP, ASHA, Psych

Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists Occupational Therapists; Physical Therapists; Orientation and Mobility Specialists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

16. The Art of Facilitating Support of Students with Traumatic and Acquired Brain Injuries

Cindy Pahr, CBIST-AP

Preparing schools to support children with brain injuries is vitally important to their recovery and success. This presentation will teach participants best practices in classroom brain injury strategies and address common challenges when working with families and school teams. Participants will learn strategies to share with their schools and reliable approaches to support students, teachers, and parents. The presentation will be a combination of lecture and interactive discussion with case examples.

Credits: Act 48, ASHA, Psych
Audience: Teachers/other professionals who work with students who have sustained traumatic brain injury

Back to Table of Contents

17. Dreams for Tomorrow Begin Today: Integrating Career Readiness Across The School Years

Kristopher Koberlein

In this workshop, participants will learn how to utilize collaborative team approaches to integrate fundamental concepts related to career readiness across the school years. By beginning with the end in mind, participants will be able to empower students with low incidence disabilities and their families to begin to chart a life course that enhances employability as part of future postsecondary outcomes.

Credits: Act 48, ACREP, ASHA, Psych

Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Orientation and Mobility Specialists School Counselors and/or School Psychologists

18. Assessment Exploration to Support Students with Hearing Loss

Lindsey Binkle, Malinda DelPriore

This workshop will explore a wide range of assessments (formal and informal) that can be used to gather data for building supports for School Aged students with hearing loss. Discussion will encompass ways that assessments can be delivered, reviewed and interpreted to determine service time and IEP goals for new referrals, self contained classroom students and itinerant student needs.

Credits: Act 48, ASHA, Psych
Audience: Teachers who work with students with hearing loss; Supervisors/Administrators; School Counselors and/or School Psychologists

19. Making AT Solutions for Reading & Writing
Therese Willkomm, Ph.D.
In Person Only

This session will discuss and demonstrate 20 different solutions that can be made in minutes for reading and writing for physical access including creating a portable collapsible book holder, slant board, page lifters, page holders, paper stabilizers, a portable scan and read station that fits into a pencil case and making adaptive writing aids for grasping impairment. Each participant will make a portable collapsible book holder, page document holder, and page holder.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students who are Deaf-Blind; Speech therapists; General Education Teachers; IU TaC Staff; Supervisors/Administrators;

Assistive Technology Specialists; Occupational Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

20. CVI and the O & M
Dawn Anderson

This session is designed for participants to gain understanding of Brain Based Visual Impairment. Then information from the new Foundations of O&M book in the area of CVI will be shared along with the CVI profile and some training on how to use it. Additionally an O&M Screening tool designed to be used by O&Ms with their students with suspected CVI will be shared along with resources and contacts for additional training in its use. Lastly you will get an update on our Stepping Up to Technology CViConnect train the trainer project.

Credits: Act 48, ACREP, Psych
Audience: Teachers who work with students who are blind or visually impaired; Teachers/other professionals who work with students who have sustained traumatic brain injury; Supervisors/Administrators; Occupational Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members

Back to Table of Contents

Thursday, November 16, 2023

12:45 PM to 4:30 PM Concurrent Session

21. Teaching Executive Functioning Skills: Core Concepts & Strategies
Julie Miller

In this hands-on training, educator Julie Miller, will guide participants through identifying areas of weakness and strength in the executive functioning of students. This training will focus on the importance of building the metacognitive foundation needed for students to change behavior. Teaching students to be effective self-advocates will be addressed. Participants will learn practical, easy-to-implement strategies to teach time management, paper organization, and meeting project deadlines.

Credits: Act 48, ACVREP, ASHA, Psych

Audience: Special Education Teachers; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Occupational Therapists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

Thursday, November 16, 2023

12:45 PM to 2:45 PM Concurrent Sessions

22. Supporting Self-Determined Lives

Kathryn M. Burke, Ph.D.

This session will cover how educators and families can support the development of self-determination for transition-age students with extensive support needs. Self-determined individuals are "goal-chasers" who build up skills like problem-solving, decision-making, and self-advocacy to go after what is important to them. Young people develop these skills through instruction, models, and opportunities to practice with feedback and supports. This session will review the concept of self-determination and research on promoting self-determination for students with extensive support needs. Then, attendees will learn about and apply practices to measure and develop self-determination with young people at school and at home.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Supervisors/Administrators; Occupational Therapists; Physical Therapists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

23. Using the 3D Pen for Tactile Maps

Nick Leon

In the realm of tactile map creation, the 3D Pen remains an underutilized tool. Despite sharing technology with 3D printers, the 3D Pen's true potential lies in its ability to craft tactile diagrams, making it a valuable addition to every O&M specialist's toolkit. This

presentation will delve into the multitude of benefits associated with using 3D pens for tactile map creation, emphasizing their ease of use, affordability, and creative possibilities.

Participants will gain insights into the various brands and models of 3D pens available, including options specifically designed for safe usage by children. Additionally, techniques will be provided to overcome common challenges associated with this device and make maps long-lasting. By showcasing the versatility and practicality of these devices, this presentation aims to inspire and equip O&M specialists with the knowledge and techniques needed to harness the full potential of the 3D Pen. Whether you've encountered challenges with the 3D Pen in the past or are entirely new to its capabilities, this presentation is for you!

Credits: Act 48, ACVREP, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Assistive Technology Specialists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

24. Rise & Thrive: Valuing Voices And Honoring Stories

Mirko Chardin

Stories shape the human experience. They help us build empathy, passion, and understanding. As educators, it is critical that we honor the stories of our students and value their voices. Exploring our own stories can also help us understand what calls us to the work we do and drive us to stay true to our core beliefs and values. In this session, we will dive into Marshall Ganz's framework for Stories of Self, Us, and Now and learn how to create public narratives that recount a personal journey. This framework can be incredibly powerful in your learning environments to help you create educational experiences that value student identity and create a sense of belonging.

Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; General Education Teachers; IU TaC Staff; Supervisors/Administrators; School Counselors and/or School Psychologists; Parent, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

25. Using Data to Inform Instruction

Alica Cuttle, Susan LeFeber, Christa Reida, Ronda Layman

Teachers use multiple data sources to inform instructional decisions and IEP goals – diagnostic, formative, 'heart', and summative. Dynamic Learning Maps reports provides educators and parents with an individualized score report that includes student mastery information, a performance profile, and a learning profile. In this session, participants will learn how data from the report can be connected to instructional planning using blueprints and mini-maps. Participants will also explore the resources available on this topic including score report videos, assessment blueprints, instructional mini-maps, and guides for enhancing communication with stakeholders.

Credits:Act 48, ACREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Supervisors/Administrators; School Counselors and/or School Psychologists; Parents, Guardians, Family Members

Back to Table of Contents

26. Tactile Graphics Are as Easy as 1, 2, 3

Amanda Whelan, Gregory Gerhart
In Person Only

Every teacher of the Blind and Visually Impaired is too familiar with this phrase: "Oh, by the way… I need this adapted by today." This session will outline key components of a successful accessible media production (AMP) site as well as assistive tools that TVIs or O&M instructors can use to adapt materials on the fly (with 5 minutes to spare). Attendees will be able to make-and-take their own tactile graphics using various materials, tools, and devices that range from low-tech to high-tech.

Credits: Act 48, ACVREP, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Assistive Technology Specialists; Orientation and Mobility Specialists; Paraprofessionals; AMP Specialists

Back to Table of Contents

27. Making, Modifying and Mounting in Minutes

Therese Willkomm, Ph.D.
In Person Only

Discover new methods, materials, tools and resources for rapid solution creation to support multiple disabilities. This session will demonstrate 10 specialty tapes and plastics for rapid device creation and mounting solutions for mobility aids; desks; tables; on the floor, in bed, in a car and more.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students who are Deaf-Blind; Speech therapists; General Education Teachers; IU TaC Staff; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessionals

Thursday, November 16, 2023

3:00 PM to 4:30 PM Concurrent Sessions

28. What's New in O&M Technology

Nick Leon

Discover the latest advancements in Orientation and Mobility (O&M). Explore how emerging technologies are revolutionizing environmental awareness, independent navigation, and the overall mobility experience for individuals with visual impairments. From wearable devices to indoor navigation, learn all about cutting-edge tools that can enhance your O&M instruction. Participants will explore a range of innovative devices and apps, with insights into practical integration and training considerations. The goal of this session is to equip professionals with the knowledge and inspiration to embrace new technologies effectively and enhance independence in the rapidly evolving technological landscape.

Credits: Act 48, ACVREP, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Assistive Technology Specialists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessionals

29. Boosting Family & Community Engagement

Mirko Chardin

Our students and their families must feel welcome and honored in our learning environments in order for them to feel safe and thrive. How can we go beyond "back to school night" to engage our families and ensure that they feel they have a place in our learning environments? Through this session, we will dive into barriers that prevent families from engaging in their child's education and explore strategies for creating more welcoming spaces where our families feel heard and valued.

Credits: Act 48, ASHA, Psych
Audience: Any conference attendee

30. A Foundation for Evidence Based Services and Instruction for Learners who are DeafBlind

Tina R. Hertzog

This session will describe how deafblindness impacts learning and access to information. Evidence-based best practices that can be utilized to minimize this impact will be shared, including the value of collaborative teaming to meet the educational needs for learners who are DeafBlind.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Speech Therapists; General Education Teachers; IU TaC Staff; Supervisors/Administrators; Occupational Therapists; Physical Therapists; Orientation and Mobility Specialists; Audiologists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

31. Introduction to Active Learning for Students with Complex Access Needs

Hillary Keys

Programming for students who, regardless of their chronological age, function between the birth to 48-month level and have physical, sensory, communication, and possibly additional disabilities, presents complex challenges for educational teams. Research-based and solidly grounded in accepted pedagogy, Active Learning is an assessment-driven, individualized approach developed for these complex learners. This session is an introduction to this well-established approach developed by Lilli Nielsen. Assessment, planning, and ongoing data-gathering help the teacher and other service providers collaborate and identify a student's motor, social, cognitive, sensory, and other strengths. Using the student's preferences and novel materials based on identified preferences, the principles of Active Learning can be applied throughout the day during instruction, functional routines, activities of daily living, recreation and leisure time, and more. It can easily be carried over into the home. Resources for creating inexpensive equipment will be shared, and some examples will be provided. This session is an introduction provided with the hope that the participants will be excited to find out more about Active Learning using free, online resources and courses shared by the presenter.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Orientation and Mobility Specialists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

32. Building Bridges: Partnership in Practice with Culturally and Linguistically Diverse Families

Luz Hernandez, Tara Kelly

Schools often express a desire to increase family engagement and build better relationships with their students and families. However, intentions do not always translate into effective practice, especially when culturally and linguistically diverse families are often marginalized or excluded from discussions, planning, and events. In this session, we will examine the cornerstones of impactful, equitable partnerships between schools and families who are culturally and linguistically diverse, as well as

provide actionable strategies for building bridges between schools and the communities they serve.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; General Education Teachers; Supervisors/Administrators; Parents, Guardians, Family Members

Back to Table of Contents

33. iPad Bootcamp in 90 Minutes

Therese Wilkhomm, Ph.D.
In Person Only

Discover how the iPad and its built in features can be quickly used to accommodate for physical, sensory and cognitive limitations. In addition, each participant will make a multi-use tablet holder to take home.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students who are Deaf-Blind; Speech therapists; General Education Teachers; IU TaC Staff; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

Thursday, November 16, 2023

4:30 PM to 5:30 PM

Poster Session

Back to Table of Contents

Thursday, November 16, 2023

5:00 PM to 6:30 PM Networking Sessions

34. Networking for Paraprofessionals: Supporting Students To Independence

Tammy Bertel
5:00 PM to 6:00 PM

During the networking session, paraprofessionals will discuss strategies and resources that they can use to support students to be successful in daily tasks. Each session will focus on skills such as organization, flexible thinking, self-control, decision-making, and problem-solving.

Credits: Certificate of Attendance Only (no Act 48 or other credit awarded for this session)
Audience: Paraprofessionals

AT Networking

BVI Networking

DHH Networking--apr networking flyer

Stipend Team Networking

Back to Table of Contents

Friday, November 23, 2023

8:00 AM to 12:15 PM Concurrent Session

35. Behavior After TBI is Much More Than "Behavior!"

Harvey E. Jacobs
In Person Only

This presentation will review relationships between brain injury onset and behavioral changes that may follow. While changes in neurological, physical and cognitive

capacities that occur following injury onset can clearly affect behavioral presentation, home, school, family, social, environmental and a host of other factors often have equal or greater influence. Oftentimes the manner that a person is regarded and treated, regardless of brain injury can contribute more to identified problems than most other factors. The settings in which people live and interact, the roles and functions of all people in their life and the supports they have to help them succeed are all critical. It is also important to remember that while one person in a family may experience the direct neurological and physical effects of brain injury onset, other members of the household can also experience notable challenges and behavior change. This can then also affect their relationship with the injured person and further affect that individual's progress and life quality.

The presentation will detail these factors and discuss how they apply in home, school, work, community, treatment and other situations. Concepts about behavior and behavioral interventions will be clearly articulated, along with the importance of empirical approaches. There will be a special emphasis on promoting positive supports to help all individuals succeed. This is not only relevant for people who experience disability following brain injury, but also for caretakers, providers and other members of a person's circle of support.

Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; IU TaC Staff; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists; Physical Therapists; Orientation and Mobility Specialists; Audiologists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

Friday, November 17, 2023

8:00 AM to 10:00 AM Concurrent Sessions

36. Illuminating Pathways: Empowering Educators in Supporting Students with Visual Impairments

Jennifer Edgar, M.S., COMS, Tesia Nasehi

You have a student in your classroom with a visual impairment, now what? This session will assist you (i.e.,. general/special education teachers, paraprofessionals, administrators) with learning about the educational needs and available supports for students with visual impairments. It will also introduce you to your collaboration partners, Teachers of Students with Visual Impairments (TVI), and Certified Orientation and Mobility Specialists (COMS). This session will provide functional information and interactive activities.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Speech Therapists; General Education Teachers; Supervisors/Administrators; Occupational Therapists and/or Physical Therapists; Parents, Guardians, Family Members; Paraprofessionals

37. Strategies for Supporting Audition of Students Who May Have CVI and CAPD
Maurice Belote

It has been said that central auditory processing disorder (CAPD) is to hearing what CVI is to vision. With CAPD, the ears may be functioning in a typical way but sound does not reach the brain in a way that is meaningful. Most of the risk factors for CVI and CAPD are the same, therefore it is possible that many children with significant multiple disabilities who are diagnosed with CVI may also have CAPD. Unfortunately, CAPD cannot be diagnosed in young children and CAPD assessments in older children require language acquisition, which many of these children haven't yet acquired. What do we do with children who are at significant risk for CAPD and do not show typical responses to sound but who cannot be accurately tested for a definitive diagnosis? There are evidence-based auditory strategies that can be used with children who are suspected of having CAPD that are similar to the visual strategies used with children with CVI. This session will provide an overview of these strategies, including reducing auditory clutter, limiting multi-sensory input, and speaking to children at a rate that supports maximal auditory comprehension. These strategies, while supporting CAPD, have been proven to be effective for almost all children and youth.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech therapists; General

Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Orientation and Mobility Specialists; Audiologists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

38. Teaching Reading to Students with Intellectual Disabilities

Kathleen Whitbread, Ph.D.

Research over the past decade has demonstrated that students with intellectual disabilities (ID) benefit from the same proven literacy interventions that are effective for other struggling readers; however, there is a significant research-to-practice gap in the field. Students with ID are routinely denied scientifically-based reading interventions based on the outdated belief that this population of children is unable to master foundational literacy skills, including phonics and phonemic awareness. This presentation will examine the most current research on teaching students with ID to be proficient readers, including the specific scope and sequence of skills that begins with print awareness and progresses through the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The session will focus on evidence-based, practical assessment and intervention strategies specifically tailored to the unique learning needs of students with ID, including those who use Augmentative Alternative Communication (AAC).

Credits: Act 48, ASHA, Psych
Audience: Special Education teachers; Speech Therapists; General Education Teachers; IU TaC Staff; Supervisors/Administrators; Assistive Technology Specialists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

39. Smooth Transitions: Supporting AAC Users (and Their Educational Teams) in School Transitions

Lea Sheffield, Tammy Thompson-Cooke

Join us for an insightful session that delves into the intricacies of supporting students who utilize Augmentative-Alternative Communication (AAC) devices during pivotal transitions between educational stages and into post-secondary settings. In collaboration with experienced professionals from both the academic sphere and the Office of Developmental Programs, this session aims to equip participants with comprehensive strategies to ensure a smooth continuum of support.

<u>Credits</u>: Act 48, ASHA, Psych

<u>Audience</u>: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Orientation and Mobility Specialists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

Friday, November 17, 2023

10:15 AM to 12:15 PM Concurrent Sessions

40. The "Vision Plan" for Students with CVI

Diane Sheline

During this session, attendees will learn how to create a Vision Plan by using a template (to create either a print flip book or electronic flip book) which details child specific modifications and strategies to make materials accessible throughout the day for students with Cortical Visual Impairment (CVI). Attendees will be able to choose whether the Vision Plan is based on the 10 characteristics of The CVI Range or the 16 characteristics of the Perkins CVI Protocol. Sample Vision Plans will be shared and the importance of having a Vision Plan for each student with CVI will be discussed.   In addition, the importance of sharing the Vision Plan with the student's entire Team will be discussed. The signature page (located at the back of the Vision Plan) will be specifically pointed out with regard to the sharing of this Vision Plan with Team Members.

<u>Credits</u>: Act 48, ACVREP, Psych

<u>Audience</u>: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; Occupational Therapists; Physical Therapists; Orientation and Mobility Specialists; Parents, Guardians, Family Members

SESSION INFORMATION

41. The Basic Human Need for Closure and Its Impact on Children and Youth who are Deafblind

Maurice Belote

All people have a need for closure—from little things like finishing daily activities to big things like achieving major goals. This need for closure may be even greater for children and young adults who are deafblind or who have other significant support needs. They may not have as many opportunities to experience both big and small moments of closure throughout their lives. Lack of opportunities to satisfactorily experience closure may lead to increased stress and anxiety, much of which could be avoided or at least minimized. This stress and anxiety can be compounded by ambiguity, which is something we all experience but that may be magnified simply as a result in living life as a person who is deafblind. This session will cover why closure is so important, the impact of ambiguity on stress and anxiety, and simple things we can do to support the everyday lives of our children or students.

Credits: Act 48, ACVREP, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Orientation and Mobility Specialists; Audiologists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

42. Complex Communication Planning

Lea Sheffield, Lori Milcic, Emily Burger, M.S., NCC

If you or a student you care about uses unique forms of communication, you may have some anxiety about transitioning into adulthood. Will the supports that worked in school be available? How do I advocate for and share my needs? How can we prepare now for effective communication access after graduation? How do we ensure that the student's basic human right to communication is recognized and honored?

Join the Office of Developmental Programs (ODP) to discuss planning for transitioning with complex communication. Communication is the basis for building relationships, sharing wants and needs, and living a healthy, meaningful life. It is necessary to ensure that no matter what supports are in place, communication is a priority. This session will look at the communication plan in the IEP and how to transition that plan to the ODP system. Additionally, we will offer information on what ODP services are available and how to access them. Participants will leave with helpful tools and resources that can be applied immediately.

Credits: Act 48, ASHA, Psych
Audience: Special Education Teachers; Teachers who work with students who are blind or visually impaired; Teachers who work with students with hearing loss; Teachers who work with students who are Deaf-Blind; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Orientation and Mobility Specialists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

Back to Table of Contents

43. Classrooms that Work for Every Student: The Framework for Access and Belonging (FAB)

Lisa Russo, Ed.D., Jennifer Alicandri

Just as effective instruction results from planning, collaboration, and assessment data, inclusive opportunities require the same focus. Each student is a part of the classroom environment, and the creation of that environment can either support or create barriers to learning. The Framework for Access and Belonging (FAB) helps school teams examine that complex classroom environment in order to address diverse student needs. FAB provides school teams with strategies for reflecting on barriers in the environment and with a focus on engaging students rather than focusing on deficits. This session will discuss the goals and structure of the FAB process, how Universal Design for Learning (UDL) supports the framework, and how school teams can use FAB most effectively.

Credits: Act 48, ASHA, Psych
Audience: All conference attendees
Back to Table of Contents