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Monday, November 8, 2021

1:00 pm to 3:00 pm: Concurrent Sessions

01. Integrating AAC and Writing for Students with Complex Communication Needs

Laura Hayes, MS, CCC-SLP

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

Ever wonder how to incorporate AAC across the day in your classroom? We will review written expression tools available in augmentative communication systems and their use within classroom activities to support building capacity of AAC devices. The session will provide concrete examples and instructional resources to support student success across various levels of communication abilities.

Credits: Act 48, ASHA

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

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02: Assistive Technology Feature Matching Overview for Students with Visual Impairments

Kirk Behnke, M.Ed., ATP

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

As a key component of an Assistive Technology (AT) Assessment, Feature Matching is often misunderstood or possibly even missed completely in the process of a consumer receiving an unbiased and full scoping AT evaluation. Blind and/or visually impaired consumers are often met with AT tool recommendations based upon the knowledge base of their local assessor, rather than the consumer's own full range of abilities and



needs to be matched to the features that are available throughout a wide range of products which are available throughout the marketplace. AT and Rehabilitation Technology providers do not always need to know ALL of the products that are available, but they do need to know how to facilitate a proper Feature Match process and how to search for products beyond their immediate toolbox. During this first session, we will explore the feature match process and review example feature match charts to gain an understanding of the process within the full AT assessment.

Credits: Act 48, ASHA, ACVREP

Audience: Teachers who work with students who are blind or visually impaired; Other (BVI strand)

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03. Surviving and Thriving When You have a Child With Extra Needs

Kelly Frey Luhn and Jason Luhn

*These speakers will be presenting virtually.

**This session is available for in person and virtual attendance.

We are normal, everyday parents raising an extraordinary 12 year old child. Like so many other parents, the stress is unbearable at times. Physically you are pushed to the brink. Mentally you are drained. Emotionally you are exhausted. We hope to have an open and honest dialogue about the challenges of parenting a child with extra needs, how this has changed us personally and how it has affected our marriage. We also hope to answer questions from others and provide a safe place to talk and exchange ideas and support. Studies show that divorce rates among couples with special needs children is at a startling 80%. Caregiver burnout is at an all time high after the pandemic. More than ever, we need help and support and resources and ultimately human contact to know that we are not alone. Join us for a frank discussion, get your questions ready and any information that you would like to share. We can all learn together!

Credits: Act 48, ASHA

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

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04. Kids with Cancer Still Need School: How Educators Can Help Families Affected by Childhood Cancer

Juliana Pare-Blagoev, Ed.D.; Melanie Kabia, MBA, PHR, SHRM-CP

*These speakers will be presenting virtually.

**This session is available for in person and virtual attendance.

Unsurprisingly, childhood cancer can be overwhelming for families during the early stages and treatment. However, it may shock educators to know that it is not uncommon for families to report that schooling issues are more challenging than the cancer itself! This session introduces educators to school related risks that can affect childhood cancer survivors and provides resources that educators can use to help. The approach, framework, and materials we will share were borne out of collaborations with affected families, school, and community stakeholders. It considers concerns of equity and inclusion as well as the general issues arising from acquired learning differences. While the focus is on children and families affected by cancer, the themes and concerns are relevant to families dealing with other issues including those associated with mental health and wellness concerns.

Credits: Act 48, ASHA, Psych PA Board

Audience: 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; General Education Teachers; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Orientation and Mobility Specialists; School Counselors and/or School Psychologists; Paraprofessionals

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05. The Why, Who, When, What, Where, How of the Pennsylvania Alternate System of Assessment (PASA)

Kaylee Wynkoop, Ph.D.; Lisa Hampe; Lynda Lupp

*These speakers will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.



Presenters will review all things related to the Pennsylvania Alternate System of Assessment (PASA) including WHY an alternate system of assessment is available for eligible students, WHO is eligible to participate, WHEN important assessment-related tasks should be completed, WHAT the assessment encompasses, WHERE important assessment-related resources and guidance can be found, and HOW to help students prepare for and complete the assessment.

Credits: Act 48, ASHA

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

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3:20 pm to 5:20 pm: Concurrent Sessions

06. Improving Communication Through Observational Feedback In an 8-Step Partner Instruction Model

Laura Hayes, MS, CCC-SLP

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

This presentation will increase participants' knowledge and practice of supporting students who use augmentative communication systems to access the curriculum. The presentation will focus on partner instruction methods that have been utilized to support individuals who utilize augmentative communication. It will review an evidenced based 8-step instructional method for partner facilitation instruction and its potential impact on staff and student performance using augmentative communication. Use of video feedback and using an onsite collaborative model to enhance communication partners' strategies in prompting and modeling will be highlighted. It will review results and the impact on student performance across a 13 week timeline. The quality instruction and information provided will support understanding in enhanced student performance related to the implementation methods and use of modeling and communication partner supportive strategies in the learning environment.



Credits: Act 48, ASHA

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

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07. Assistive Technology Feature Matching for Students with Visual Impairments: Workshop

Kirk Behnke, M.Ed., ATP

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

This second session of the Feature Matching process will continue with participants gaining hands-on experience with the tools and examples that will lead to the development and implementation of their own feature matching application within their assistive technology assessment process.

Credits: Act 48, ASHA, ACVREP

Audience: Teachers who work with students who are blind or visually impaired; Other (BVI strand)

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08. Psychiatric Services for Children with Complex Needs

Kimberly Mathos, DO

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

This session will summarize mental health conditions that psychiatrists regularly encounter when consulting with special educators. We will encourage discussion about the need for interdisciplinary teamwork, which helps to promote mental wellness and positive self-esteem for youth. Case reviews, including students who are deaf, deafblind,



hard of hearing and complex needs, will highlight the ways mental health professionals, educators, youth and parental figures engage in goal planning. Transition plan meetings, Individualized Educational Plan meetings and Individual Support Plan meetings allow mental health professionals an opportunity to connect with teachers and school staff.

Credits: Act 48, ASHA, ACVREP, Psych PA Board

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

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09. Is TBI a Noun or Adjective?

Paul Jantz, Ph.D.

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

This session will discuss common misperceptions many educators have about TBI, such as “Having a student with TBI-related short-term or long-term memory deficits write down assignments in a daily planner notebook is a good strategy to help them remember their assignments” and “When planning educational interventions for children who have sustained a TBI, it is best to use standardized tests (e.g., WJ cog, WISC-V, SB-V, WMS) that measure cognitive functions (e.g., memory, attention, executive function)”.

Credits: Act 48, ASHA, Psych PA Board, NASP CPD

Audience: Special Education Teachers; Teachers/other professionals who work with students who have sustained traumatic brain injury; General Education Teachers; School Counselors and/or School Psychologists; Paraprofessionals

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Tuesday, November 9, 2021

9:00 am to 2:15 pm (with lunch break)

10. Managing Children with Hearing Loss

Jane Madell, Ph.D., CCC A/SLP, LSLS Cert AVT

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

The training will discuss how to maximize potential for children with hearing loss using case studies. Topics discussed will include evaluating children with hearing loss, determining technology needs (e.g., hearing aids, cochlear implants, remote microphone systems), and therapy and educational management for children with hearing loss.

Credits: Act 48, ASHA

Audience: Special Education Teachers; Teachers who work with students with hearing loss; Speech therapists; Supervisors/Administrators; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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11. What's the Complexity Framework for Students with CVI: Preparation, Observation Sharing Stages

Matthew Tietjen, M.Ed.

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

This session will focus on hands-on activities in which participants will learn about the following stages of the What's the Complexity Framework through video student case study: preparation stage, the observation stage, and sharing stage.

Credits: Act 48, ASHA, ACVREP

Audience: 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; General Education Teachers; Assistive Technology Specialists; Occupational



Therapists and/or Physical Therapists; Orientation and Mobility Specialists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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9:00 am to 11:00 am: Concurrent Sessions

12. Make Learning Accessible, Inclusive, and Awesome For All, including AAC users!

Christopher Bugaj, MA, CCC-SLP

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

Students of all abilities head off to kindergarten with bright smiles eager for the journey of discovery and with a passion for learning. Then, somewhere along the way, school becomes a chore. It transforms from an experience students want to do into something they have to do. For many, one of the first lessons they learn in school is that they are not good at it. Let's shift that paradigm by rethinking how we design educational experiences to empower every student to embrace their passion for learning. This session will allow participants to take the opportunity to mesh contemporary educational principles such as Universal Design for Learning, The Growth Mindset, Project Based Learning, The Maker Movement, The Least Restrictive Option, and the use of technology to transform practices to empower students of all abilities to take charge of their own learning. Come to the session as an educator, leave transformed as an Educational Experience Designer.

Credits: Act 48, ASHA, ACVREP

Audience: Special Education Teachers; Speech therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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13. Proficient Communicators: Do They Really Have Equal Access?

Tammy Thompson-Cooke, CCC-SLP

*These speakers will be presenting in person at the Penn Stater.



**This session is available for in person and virtual attendance.

“Proficient Communicators” is a term used to describe students with deaf-blindness who can meaningfully engage in the general education curriculum with their peers and on grade level. Recent technical assistance trends around the nation are demonstrating an increased need for information and training on support for these students. This session will highlight current research and best practices to meet the needs of these students. Participants will walk away with an understanding of the unique needs of deaf-blindness and why these students may require additional support to fully participate with their peers.

Credits: Act 48, ASHA, ACVREP

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

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14. Relationship, Communication and Partnership: Keys to Effective Family Engagement

Tara Kelly, M.S., M.Ed., Sherilyn Homans-West, M.S.

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

Finding ways to reach and connect with historically underserved or marginalized populations, including Black, Latinx, and economically disadvantaged students and families, as well as those with language backgrounds other than English, is important for educators at any and all times. Building relationships, establishing two-way communication and developing strong partnerships with all families are the keys addressed in this session.

Credits: Act 48, ACVREP

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; Other (ESL teachers)

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15. Including Low Incidence Students in STEM Using a Universal Design for Learning Framework

Vicki F. Knight, Ph.D., BCBA

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

This session focuses on practical methods for teaching Science, Technology, Engineering, and Math (STEM) across grade levels through the lens of Universal Design for Learning (UDL). The presenter will demonstrate how to include individuals with diverse learning needs, including low incidence students, in STEM courses and curriculum within the planning, instructional, and assessment stages, using both innovative and “tried and true” methods. The presentation will show a step by step model of instruction that can be used throughout various grade levels. Teachers will walk away with a deeper understanding of how UDL can be applied in STEM, from developing the “big ideas”, essential questions, and goals for all students in the classroom using a unit and lesson plans. Ready-made resources, lesson plans, and assessments/rubrics will be shared; videos, discussions, and role-play will be used.

Credits: Act 48, ASHA

Audience: Special Education Teachers; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Parents, Guardians, Family Members; Paraprofessionals

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16. A Conceptual Framework of Social Communication: Applications to Pediatric Traumatic Brain

Catherine Wiseman-Hakes, Ph.D.

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

An introduction to cognitive-communication and social communication in children and youth with brain injury: It is well understood that brain injury sustained during childhood can alter the developmental trajectory of a young person, and may result in difficulties with learning, academics and socialization. This session will provide participants with an overview of concepts related to cognitive-communication and social communication, and how these are impacted following brain injury in children and youth. A neurodevelopmental lens will be applied to facilitate an understanding of the developmental interplay between cognition, social-emotional development, and language development across the trajectory from early childhood through adolescence and young adulthood, with consideration of the impact on long-term recovery. Implications for learning and social interaction will be considered and framed within the context of the World Health Organization (WHO) International Classification of Functioning, Disability, and Health. The concept of Communication Partner Training will also be introduced. Throughout both sessions, case studies will be presented with opportunities for discussion and problem-solving.

Credits: Act 48, ASHA, Psych PA Board

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 and/or Physical Therapists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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12:15 pm to 2:15 pm: Concurrent Sessions

17. Coding Core: Teaching Language to Users of AAC Using Coding & Robots!

Christopher Bugaj, MA, CCC-SLP

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

Learning language through AAC devices and learning to code has a natural synergy as both are ways to communicate using a structured rule set. Participants in this session will experience free and low-cost tools, many of which might already be available in their schools, to teach language through the engaging and empowering mediums of block coding and robots! Participants will have an opportunity to create their own program and outline ways to incorporate coding into their own language instruction.



Credits: Act 48, ASHA

Audience: Special Education Teachers; Speech therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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18. Using the Communication Matrix to Guide Intervention

Nancy Steele, M.A., M.Ed.

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

This session will introduce the Communication Matrix Intervention Modules which are being launched this fall. The modules include the Foundation and a separate intervention module for each of the 7 levels of the Communication Matrix. The modules are designed to assist teams in creating and supporting communication across environments and with multiple communication partners. This session will include a description of the modules and how they can be used to create evidence-based communication intervention for individuals with complex communication needs.

Credits: Act 48, ASHA, ACVREP

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; School Counselors and/or School Psychologists; Parents, Guardians, Family Members

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19. Partnership Advocacy: Bringing IEP Knowledge to Families, One Binder at a Time

Caterina Campbell and Nikki Huggan

*These speakers will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.



Learn how two parents partnered with their local educational professionals to provide an organizational tool to help families navigate the special education process. Through the Partnership Advocacy series, these parents, along with Colonial Intermediate Unit 20, engaged families and professionals who support students receiving special education services. Creating and distributing IEP Binders to the families of incoming kindergarten students was just the beginning. This interactive session will allow participants to leave with a constructed binder that will allow them to replicate the process in their own LEA or parent support group.

Credits: Act 48, ASHA

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; Students; Advocates

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20. A New Approach to Universally Designing Curriculum in High School Classrooms

Vicki F. Knight, Ph.D., BCBA

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

This session focuses on the practical “how to” of setting up your high school classroom in a way that supports diverse learners, including students with low incidence disabilities and their teachers. A practical, five step process for planning, instruction, and assessment of classrooms that integrate evidenced based practices into one simple method is outlined. In addition to academic instruction, the "three-block model" of UDL will also be covered. The “three block model” includes methods for building classroom climate and school-based social and emotional skills, including developing students’ sense of belonging / connectedness, social skills and understanding related to interpersonal connection, and ability to work collaboratively with others. In these current times, it is difficult for students to learn academic content, given the effects of the pandemic, without a continued focus on social and emotional regulation, learning, and skill development.



Credits: Act 48, ASHA

Audience: Special Education Teachers; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Parents, Guardians, Family Members; Paraprofessionals

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21. Supporting Cognitive and Social Communication: A Functional Neurodevelopmental Approach

Catherine Wiseman-Hakes, Ph.D.

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

This session will complement session one to provide an interdisciplinary, 'hands-on', evidence-based approach to the assessment and support of children and youth with brain injuries, with an aim to maximize functional outcomes. Consideration will be given to the role of families and communication partners including teachers, clinicians, and peers, in addition to the development of self-advocacy for the young person. Practical strategies to facilitate developmentally appropriate, optimal cognitive-communication and social communication will be discussed along with the need to consider both the child's/young person's current status along with longer-term developmental status, needs, and outcomes.

Credits: Act 48, ASHA, Psych PA Board

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 and/or Physical Therapists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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2:30 pm to 4:30 pm: Concurrent Sessions

22. Seven-Up! 7 Ways To Boost Your AAC Implementation

Christopher Bugaj, MA, CCC-SLP

*This speaker will be presenting in person at the Penn Stater.



**This session is available for in person and virtual attendance.

Teaching core vocabulary and using partner augmented input/aided language stimulation are practices now more widely implemented than ever before. The widespread implementation of these two techniques is promising. What other actions by those who support individuals learning language with AAC are necessary to foster skills to create generative language whenever, wherever, to whom ever? This session will focus on seven additional factors that can be used to boost the language acquisition process. Factors to be discussed include least-to-most prompting, morphological instruction (shifting the focus from just words to a more inclusive approach of morphemes), explicit instruction of phrasal verbs (two or more core words put together which result in an altered meaning), consistent symbol/word location, learning experiences centered around authentic problems, the Specific Language System First approach to tool selection, and developing a culture with embedded peer support.

Credits: Act 48, ASHA

Audience: Special Education Teachers; Speech therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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23. What's the Complexity Framework for Students with CVI Personalized

Matthew Tietjen, M.Ed.

*This speaker will be presenting virtually.

****This session is available for in person attendance only.**

Participants will take what they learned in the first session and complete the preparation stage and begin the observation stage (using hypothetical or remembered observations) for a specific student.

PLEASE NOTE: In order to benefit from and fully participate in this session, it is strongly recommended to register for and attend the previous session by Matthew Tietjen, #11: What's the Complexity Framework: Preparation, Observation, and Sharing Stages.

Credits: Act 48, ASHA, ACVREP

Audience: 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; General



Education teachers; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Orientation and Mobility Specialists; School Counselors and/or School Psychologists; Parents, Guardians, Family Members; Paraprofessionals

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24. Better Together: Radical Strategies for Professional Unity

Michella Maiorana-Basas, Ph.D.

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

In this session, participants will explore how professional and philosophical bias impacts professional practice and collaboration with colleagues, community, families, and the children they work with. Specific strategies for having more productive discussions and collaboration between and across groups will be identified and discussed.

Credits: Act 48, ASHA, ACVREP

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

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25. How Do We Measure Up?: What We Can Do to Improve Family Engagement in Our Schools Moving Forward

Jacqui DiDomenico, Linda Cartwright

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

In this hands-on session, participants will examine and assess their local successes and challenges in their family-school partnership practices. Participants will be provided with many resources that they will, in turn, be able to share locally to improve practices.

Credits: Act 48

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; Other (ESL teachers)

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26. Understanding the Classroom Observation Instrument

Nancy Steele, M.A., M.Ed.

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

The Classroom Observation Instrument is designed to help identify model classrooms serving students with severe and profound disabilities including those with deaf-blindness. The COI is comprised of three main components: (1) teacher interview; (2) student cumulative folder review; and, (3) observation rubric. In this session, we will explore the components of the COI, as well as different uses.

Credits: Act 48, ASHA, ACVREP

Audience: Special Education Teachers; Teachers who work with students who are blind and 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; School Counselors and/or School Psychologists; Parents, Guardians, Family Members

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27. Teaching Robotics and Coding to Students with Low Incidence Disabilities

Vicki F. Knight, Ph.D., BCBA

*This speaker will be presenting virtually.

**This session is available for in person attendance only.

This presentation will begin by outlining a brief rationale for teaching robotics and coding to all students, including those with low incidence disabilities. Next, the presenter will discuss some connections to the common core and Next Generation Science skills.



Additionally, the presenter will illustrate the findings from a series of projects in which hand-held robots were used to teach computer coding and other academic and collateral skills (e.g., social, communication skills) to students with low incidence disabilities. Using video and student outcomes from these studies as a backdrop, the presenter will detail the step by step instructional methods used to teach coding and robotics; provide recommendations for selecting technology to teach coding and robotics, depending on grade level, purpose of instruction, and other considerations; and deliver additional resources, practical lesson plans and task analyses, and examples teachers can use in the classroom.

Credits: Act 48, ASHA

Audience: Special Education Teachers; Teachers/other professionals who work with students who have sustained traumatic brain injury; Speech Therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Parents, Guardians, Family Members; Paraprofessionals

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28. Developing Effective Interventions for Children with Brain Injuries

Paul Jantz, Ph.D.

*This speaker will be presenting virtually.

**This session is available for in person and virtual attendance.

Developing educational interventions for children with brain injury-related neurological impairments begins with understanding that helpful interventions a) target specific behaviors and activities, rather than “discrete” neurological impairments, b) apply to all settings in which the behavior/activity is likely to occur, and c) include practice opportunities outside the classroom environment. This session will discuss the value of supplementing task-and skills-specific classroom interventions with practice opportunities that help children with brain injury-related neurological impairments generalize learned skills to real world situations/environments.

Credits: Act 48, ASHA, Psych PA Board, NASP CPD

Audience: Special Education Teachers; Teachers/other professionals who work with students who have sustained traumatic brain injury; General Education Teachers; School Counselors and/or School Psychologists; Paraprofessionals

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Wednesday, November 10, 2021

8:00 am to 9:00 am: Keynote Session

29. A Conversation with Carole Clancy, Director of the Bureau of Special Education, PDE

Carole Clancy, Director, Bureau of Special Education, Pennsylvania Department of Education

*This speaker will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

This session will be an opportunity to reflect on the past and look into the future. The director of the Bureau of Special Education for Pennsylvania will discuss the journey of Pennsylvania schools these past twenty months, the successes and challenges of schools, teachers, students, and families. There will be an opportunity for attendees to submit questions (prior to the session) to help us work together to support students with low incidence disabilities achieve high expectations, no matter the circumstances.

PLEASE NOTE: To submit question(s) for this session, please use this link:

<https://forms.gle/aabqVBzo2NkgSwef6>.

Credits: Act 48, ASHA

Audience: All conference attendees

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9:15 am to 10:45 am: Concurrent Sessions

30. Let's Re-examine the Tradition of and/or Traditional Morning Circle Time!

Karen M. Kangas, OTR/L, ATP; Nora Connell, M.A., CCC-SLP

*These speakers will be presenting virtually.

**This session is available for in person and virtual attendance.

Circle time is a well-known routine in classrooms for students with CCN. However, it has not truly been adapted to encourage student interaction and participation for these students. This session will re-examine our circle time routines. This session will provide a



framework to identify methods of independent communication that can be used by students as well as strategies to facilitate natural communication.

Credits: Act 48, ASHA

Audience: 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; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Paraprofessionals

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31. Sound Travels: Collaboration of Audiology, Orientation & Mobility, and Special Education Teams

Chris Tabb, M.A., COMS; Kaycee Bennett, M.Ed.

*These speakers will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.

This session presents a collection of tools and strategies that Orientation and Mobility Specialists can use in the evaluation and development of their student's auditory skills. We'll examine ways to build strong working relationships with the student's audiologist, specialist for the auditory impaired and the speech and language pathologist (SLP) as we work to better understand the environmental hearing needs of our students and clients with a dual sensory loss.

Credits: Act 48, ASHA, ACVREP

Audience: Teachers who work with students who are Deaf-Blind; Orientation and Mobility Specialists

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32. How Fostering High Expectations and Presuming Competence Creates Learners

Lorie Brew, Tammi Morton, Jacqui DiDomenico, William Del Toro Vargas, Jill Houseal, Sharon Janosik

*These speakers will be presenting in person at the Penn Stater.

**This session is available for in person and virtual attendance.



This session will provide attendees with the guidelines for an educational approach that begins with the presumption of competence when educating ALL students. To base education on the premise all students CAN learn and hold high expectations creates an environment where students are taught as individuals. Come find out what it means to hold high expectations in the home, school, and community.

Credits: Act 48, ASHA

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

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11:00 am to 12:30 pm: Concurrent Sessions

33. Mindset Matters: Help Teams Consider Mindset, Escape the Expert Model, and Build Capacity

Rachael Langley, M.A., CCC-SLP; Marlene Cummings, M.A., CCC-SLP

*These speakers will be presenting virtually.

**This session is available for in person and virtual attendance.

Teams spend a lot of time and energy on word lists, funding devices, laminating, and coming up with the activities to practice using AAC. What if some changes early on could make that work even more impactful? What if the answer isn't "I need to become the ultimate AAC expert." Join us as we reflect on one of the principles that is foundational to our work: our mindset & the mindset of those we work with. We will discuss the challenges that come along with self-reflection as educators shift towards being influencers rather than experts and embrace capacity building. Throughout this presentation, we will share resources to help teams consider their role in AAC learning. While it might sound great to have an "AAC Expert" on hand, this session focuses on the benefits of building sustainable support within schools and programs. Instead of putting high value on the expertise of one team member, this model recognizes that expert skills & knowledge work best when shared among a team. The AAC mindset that you help cultivate really does matter!



Credits: Act 48, ASHA

Audience: Special Education Teachers; Speech therapists; General Education Teachers; Supervisors/Administrators; Assistive Technology Specialists; Occupational Therapists and/or Physical Therapists; Parents, Guardians, Family Members; Paraprofessionals

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34. Collaboration Roundtable Between COMS, TVIs, and Audiologists

Jennifer Craig, Au.D., CCC-A; Tara Kelly, M.S., M.Ed.; Greg Lazur, Kaycee Bennett, M.Ed.

*This speaker will be presenting in person at the Penn Stater.

****This session is available for in person attendance only.**

The importance of multidisciplinary collaboration cannot be overstated when working with students with combined vision and hearing needs. This roundtable session featuring consultants from the Texas and Pennsylvania Deaf-Blind Projects will focus on supporting students with deaf-blindness through a multidisciplinary lens. Panelists will field questions from the audience on the barriers to collaboration and examine potential solutions that yield increased collaboration across disciplines within teams and programs. Resources that can be useful in supporting students with deaf-blindness across a variety of educational settings and age ranges will be shared.

Credits: Act 48, ASHA, ACVREP

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; 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

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35. "All Really Means All": The Why-What-How of Inclusion for Students with Cognitive Disabilities

Terri Vandercook, Ph.D., Gail Ghere, Ph.D.; Jessica Bowman, Ph.D.; Jennifer Sommerness, Ed.S.

*These speakers will be presenting virtually.

****This session is available for in person and virtual attendance.**



There is a huge research-to-practice gap related to the inclusion of students with significant cognitive disabilities. Despite strong evidence of positive outcomes from inclusive education, students with significant cognitive disabilities continue to be educated primarily in segregated settings. Removing the barriers to implement inclusive education means weaving together the resources and supports to address the "why, what and how" of inclusive education. The TIES Center, the national technical assistance center on inclusive education with a particular focus on students with significant cognitive disabilities, will share resources related to the why, what and how of inclusive education and how they can be used to support system change that builds inclusive education systems.

Credits: Act 48, ASHA

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

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