Schedule with Session Descriptions

Sunday, November 11, 2018

1:00 pm to 5:00 pm	2:00 pm to 5:15 pm
Registration	**Concurrent Sessions**

2:00 pm to 5:15 pm: Concurrent Sessions

Reading Instruction for Students who are Deaf and Hard-of-Hearing

Jessica W. Trussell, Ph.D.

Students entering colleges and careers in this century will read and write more than any other time in our history. This will be no different for students who are deaf and hard-of-hearing (DHH). To meet this challenge, teachers of students who are DHH need to deliver evidence-based reading instruction. We will review and practice various strategies and activities to promote students' reading success at the elementary and secondary level.

<u>Credits</u>: Act 48, ASHA, PSYCH
<u>Audience</u>: Teachers who work with students with hearing loss

Are Students with TBI Different Than Other Eligibilities? YES! Implementing Strategies for Success

Sharon Grandinette, MS-Ed, CBIST

This session is designed for individuals in school settings working with children and adolescents with TBI (Traumatic Brain Injury). The goal of the session is to delineate the similarities and differences between students with TBI and other disabilities, outline successful school reintegration practices and IEP development, as well as outline effective academic, social, and behavioral strategies that move these students on a path toward success.

<u>Credits</u>: Act 48, ASHA, PSYCH
<u>Audience</u>: 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, Occupational Therapists and/or Physical Therapists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

Making AT: A Solutions Workshop
Bill Binko

In this interactive, hands-on session, participants will become "AT Makers" as they engage in the process of creating AT products using readily available materials. Participants will build projects such as switches, switch interfaces, 3D printed mounts, while learning how this solutions-driven mindset and skill set can be applied in a variety of situations to meet some of the AT needs of students with disabilities.

Credits: Act 48, ASHA, PSYCH
Audience: Special Education Teachers, Speech Therapists, General Education Teachers, Supervisors/ Administrators, Assistive Technology Specialists

Networking in Action
Jacqui Di Domenico and Lorie Brew

Are you looking for fun ways to enhance communication and collaboration? Do you enjoy sharing your experiences with others who can identify and say, "I know what you mean!" Join us as we gather informally to network, share stories and create 6-word memoirs that lead to authentic understanding and honest communication. All are welcome.

Credits: No Credit Offered
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 Specialist, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

Monday, November 12, 2018

7:30 am to 5:00 pm	8:30 am to 9:30 am	9:30 am to 9:45 am	9:45 am to 12:45 pm	12:45 pm to 1:45 pm	1:45 pm to 5:00 pm
Registration	Keynote	Break	Concurrent Sessions	Lunch	Concurrent Sessions

8:30 am to 9:30 am: Keynote

Wired for Connection: Makers, Learners, and Communities
Bill Binko

The growing "maker movement" in Assistive Technology is about connecting people with skills to people with needs - combining creativity with purpose. AT professionals, and special educators, face a fundamental problem: how to create customized solutions for students who need them when they have no engineering skills. The maker movement on the other hand, has a wealth of technology and tools at their disposal, yet little knowledge of the needs (or often the existence) of AT Users. The AT Maker movement connects student makers (in the form of STEM/robotics teams) with the projects that apply their skills to help solve problems in their own schools and communities. Mr Binko will talk about AT Makers - the projects, the resources, and the connections that are being forged - while highlighting what all of us can learn from thinking outside the box.

Credits: Act 48, ASHA, PSYCH
Audience: All HELIX Attendees

9:45 am to 12:45 pm: Concurrent Sessions

Emergent Literacy Instruction: Connecting Reading, Writing, and Communication
Lori Geist, Ph.D.

This presentation will offer practical, research-based approaches to address the early communication and literacy needs of students who could benefit from augmentative and alternative communication. The session will focus on students of all ages who are not yet using symbols, signs, or speech to communicate in flexible ways and for a range of purposes across partners and contexts. Well-defined intervention strategies and available resources for embedding core vocabulary instruction into common emergent literacy routines will be discussed. The instructional routines to be featured include shared reading, predictable chart writing, alphabet

and phonological awareness, independent reading and independent writing. The presentation will include case examples, videos and work samples that demonstrate the potential for students with complex needs to become more effective communicators, readers, and writers.

Credits: Act 48, ASHA, PSYCH
Audience: Special Education Teachers, Teachers who work with students who are Deaf-Blind, Speech Therapists, Assistive Technology specialists

Exploring the Forest and Not Just the Trees: Connecting to Math Alternate Eligible Content
Lynda Lupp, Sharon Leonard, Jared Campbell

Participants will experience modeled lessons of three mathematical concepts associated with alternate eligible content (AEC). Skills needed by students to acquire the understanding of the three mathematical concepts will be identified. Participants will develop and share instructional strategies to teach the AEC, based on initial learning of the three-modeled lessons. Procedures for assessing student learning and guiding future instruction will be discussed.

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, Teachers who work with students assessed on the PASA

Accessible Science: Opening the STEM Classroom to Students with Visual Impairments
Angela Bischof, Ph.D.; Timothy Gould; Jesse Lasky, Ph.D.; Katie Manz; Stephen J. Van Hook, Ph.D.
Penn State Eberly College of Science Faculty and Staff

This session provides an exciting opportunity for teachers working with students with visual impairments to gain knowledge and hands-on experience with adapted instructional strategies in STEM. Participants will explore simple DIY solutions and more complex strategies employing specially-designed technology in conjunction with traditional laboratory equipment. The session will touch on general laboratory safety and practices, along with adaptations that apply to a number of specific disciplines (e.g., biology, physics, chemistry) and types of activities, measurements, and observations (e.g., balancing chemical equations, measuring pH values, working with molecular model kits).

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

Writing Instruction for Students who are Deaf and Hard-of-Hearing
Jessica W. Trussell, Ph.D.

The written language abilities of students who are deaf and hard of hearing predict what degree-level (associates, bachelors, etc.) they will attain in college and if they will have upward mobility in their careers. To prepare students for the future, teachers of the deaf and hard-of-hearing must deliver writing instruction on content and form using evidence-based practices. We will review the current research on writing with students who are deaf and hard of hearing. Also, we will discuss and practice how these strategies can be used in small group or individual settings.

Credits: Act 48, ASHA, PSYCH
Audience: Teachers who work with students with hearing loss

Understanding and Working Effectively with Students with Non-Traumatic Brain Injuries
Sharon Grandinette, MS-Ed., CBIST

This presentation is designed for individuals in school settings working with children and adolescents with non-traumatic brain injuries, including those with brain tumors, strokes and other vascular accidents, anoxia/hypoxia, infections of the brain, exposure to toxins and other medical causes of neurological insult. The unique needs of this population will be explained as it pertains to school reintegration and IEP development by addressing on-going medical and physical challenges and sharing appropriate academic, social and behavioral strategies than can facilitate student achievement.

Credits: Act 48, 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, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

Challenging Goals for *Every* Child: Tools for Connecting to the General Education Curriculum
Jeannine Brinkley, Lorie Brew, and Cindy Duch

This session will review the positive implications of the Endrew F. decision that both families and educators need to understand. We will identify key elements of the evaluation and IEP processes and how these elements can facilitate access to the general curriculum and high expectations for students with complex needs. Tools that can be used in developing and reviewing IEPs will be shared.

Credits: Act 48, ASHA, PSYCH
Audience: Special Education Teachers, Teachers who work with students who are Deaf-Blind, Speech therapists, General Education Teachers, Supervisors/Administrators, Parents, Guardians, Family Members

12:45 pm to 1:45 pm: Lunch

1:45 pm to 5:00 pm: Concurrent Sessions

Comprehensive Conventional Literacy Instruction for Students Who Use AAC

Lori Geist, Ph.D.

This presentation will provide an instructional framework and overview of key strategies for providing comprehensive literacy instruction to students with complex communication needs. The session will focus on interventions for students who are beginning readers and writers who can use various forms of augmentative and alternative communication to interact with others, have alphabet knowledge, and understand that print carries meaning. Detailed discussion of approaches to teaching text comprehension, with example lessons to demonstrate use of the anchor-read-apply model will be addressed, along with a review of proven strategies to support word study, self-directed reading, and writing. Case examples, videos, and work samples will illustrate the practices and targeted student outcomes.

Credits: Act 48, ASHA, PSYCH
Audience: Special Education Teachers, Teachers who work with students who are Deaf-Blind, Speech Therapists, Assistive Technology Specialists

TODHH? Oh, You Know Braille, Right?

Suzanne Raschke, M.A., TC/DHH

Across the country, schools don't know what we do. They don't know why they need a TODHH when they already have a team of experts in their buildings. They don't know what to ask us, or what to ask from us. Can you explain what we do? What makes our input critical to student achievement? How do you rate your performance on collaboration and the delivery of specialized instruction? In this session, we will identify strategies for communicating our unique skills to schools, administrators, and families. The importance of and strategies for goal setting and self-reflection to benefit students will also be shared and discussed.

Credits: Act 48, PSYCH
Audience: Teachers who work with students with hearing loss, Teachers who work with students who are Deaf-Blind, Supervisors/Administrators, Parents, Guardians, Family Members

How We Connect and Grow: Stories from the Statewide Family Network

Jacqui Di Domenico and Lorie Brew

This session will describe our system for helping families engage with each other and with the school community. This system provides the foundation for parents sharing their stories, concerns, and beliefs and is

an advocacy tool that parents can use to support their child's educational achievement. Through these engagement strategies, families find encouragement, learn new strategies, and continue their journey to secure positive outcomes for their children. We will discuss how these family engagement strategies build networks of friends, families and professionals. Parent, family and community involvement and engagement is the desired outcome.

Credits: Act 48, 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 Specialist, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Paraprofessionals

IEP Connections for Students with Traumatic Brain Injury: Tips and Tricks!
Patricia Sublette, Ph.D. --**This session has been canceled.**

Ever felt stumped by how complicated writing an IEP for a student with brain injury can be? Participants in this session will review best practices for writing IEPs for students with traumatic brain injury. Learn and share tips and tricks for saving time while improving quality. We will also take time for some group problem solving goal writing practice.

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

Connecting Functional Vision Assessment to Instructional Decisions: Eligibility and So Much More!
Kerry Lueders, MS, COMS, TVI, CLVT; Lynn A. Fox, Ed.D.

Teachers of Students with Visual Impairments (TVIs) conduct a Functional Vision Assessment (FVA) to determine a student's eligibility for services. But how do you use these data to make instructional decisions? This session will re-examine the FVA to improve teacher assessment technique, interpretation, and recommendation process. Participants will engage in case study analysis to connect FVA data to instructional strategies.

Credits: Act 48, ACVREP, PSYCH
Audience: Teachers who work with students who are blind or visually impaired, Orientation and Mobility Specialists

Tuesday, November 13, 2018

7:30 am to 4:00 pm	8:30 am to 11:45 am	11:45 am to 12:45 pm	12:45 pm to 4:00 pm
Registration	Concurrent Sessions	Lunch	Concurrent Sessions

8:30 am to 11:45 am: Concurrent Sessions

BrainSTEPS Fall 2018 Team Leader Workshop (closed session)
Brenda Eagan-Johnson, Doreen Milot

This workshop is for BrainSTEPS Team Leaders to effectively grow their knowledge of brain injury and educational issues, strategies to support student needs supported with research, and tips for ongoing infrastructure team building management.

Credits: Act 48, ASHA, PSYCH
Audience: BrainSTEPS Team Leaders Only (closed session)

Emergent Writing for Students with Complex Needs
Kelly Fonner, M.S.

As students with significant disabilities progress over time, sometimes their development in written communication is stifled by their reading ability. There is often a tendency to hold off on written expression until a "certain reading level" is established. Educators may lack the awareness of the advantage that developing writing skills in tandem with reading skills have the potential of increasing their students' retention and motivation in literacy. The more research that is recognized on reading development, the more the field recognizes that the "more reading a student does, the better reader they become" AND "the more writing a student does, the better reader they become". This holds true for ALL students. During this session we will demonstrate the growing number of writing assessments & implementation tools and strategies. We often focus so much on the physical act of writing that we forget that teachers need to teach all students the process of how to write. We will highlight portions through online demonstrations & videos of students with a focus on how to get started with those who have not written before or those who would rather play with writing tools than use them to produce print.

Credits: Act 48, ASHA, PSYCH

Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech Therapists, General Education Teachers, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Parents, Guardians, Family Members, Paraprofessionals

ALP for AAC: An Access Learning Progression for Teaching Eyegaze and Complex Access Methods
Chip Clarke, M.S. CCC-SLP

This session examines tool use learning as it applies first to powered mobility (Assessment of Learning Powered mobility use – ALP), second as it applies to augmentative and alternative communication (ALP for AAC), and third as it applies to other areas within assistive technology. Through inter-professional collaboration, the presenter will demonstrate how the ALP for powered mobility has been adapted to the AAC population, providing a framework to help guide clinicians in assessing alternative access, and to increase proficiency with the chosen access method. Audience participation in rating videos and suggesting future directions will be included.

Credits: Act 48, ASHA, PSYCH
Audience: Speech therapists, Assistive Technology Specialists

Working with the LSL Student in the Inclusive Setting
Diane Heller Klein, Ph.D., and Michael Boston

This will be a highly interactive presentation with a number of breakout activities. Participants will focus in three main areas: 1) identifying the critical components that all teachers need to know when working with students who have cochlear implants or hearing aids and utilize the principles of Listening and Spoken Language (LSL) communication strategies; 2) identifying the specific unmet learning, communication, social, and advocacy needs of the LSL students with whom they directly work; 3) discussing a variety of strategies and designing an action plan to meet the identified unmet needs of their LSL students.

Credits: Act 48, ASHA, PSYCH
Audience: Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Supervisors/Administrators, Parents, Guardians, Family Members, Educational Audiologists

Pairing Learning Media and Assistive Technology to Ensure Access for 21st Century Learning
Lynn Fox, Ed.D.; Jennifer L. Edgar, M.S., COMS; Doug Williams

This session moves past the traditional Learning Media Assessment (LMA) components to feature a newly developed inventory tool which streamlines learning media with assistive technology considerations into one comprehensive approach. This tool, the Learning Media and Assistive Technology Inventory (LMATI) Form, is a product from the Pennsylvania Advisory Committee on Education of Students Who Are Blind or Visually

Impaired (PACES-BVI). Participants will be introduced to each component of the LMATI form and guided through a process to interpret data gleaned. Emphasis will be placed on how to progressively plan to increasingly meet complex access needs for current and future academic success.

Credits: Act 48, ACVREP, PSYCH
Audience: Teachers who work with students who are blind or visually impaired, Teachers who work with students who are Deaf-Blind, Orientation and Mobility Specialists

11:45 am to 12:45 pm: Lunch

12:45 pm to 4:00 pm: Concurrent Sessions

That's Not My Job! Collaboration and Connection within the Scope of Practice
Diane Heller Klein, Ph.D.

Have you ever been asked to do some sort of amplification maintenance or perform a task for which you are relatively sure you are not qualified? Can you be fired for refusing to do the task? In this session we will define the Scope of Practice for all of the personnel who typically work with children who have hearing loss. We will identify potential problem areas in regard to troubleshooting, and we will develop an initial plan to alleviate these problems through professional collaboration.

Credits: Act 48, ASHA, PSYCH
Audience: Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Supervisors/Administrators, Parents, Guardians, Family Members, Educational Audiologists

How We All Learn: A Practical Approach to Low Incidence High Needs, Including Deaf-Blindness
Mark Campano, M. Ed.

This session will examine the typical aspects of learning -how we all learn- including how sensory systems impact learning, and the effects of those systems and experiences on learning for individuals with moderate/significant cognitive impairments and dual sensory impairments (deaf-blindness). This understanding of how the student learns will allow educators to utilize a variety of best practices and communication techniques in a way that's meaningful and functional to the student. Participants will interact through use of simulations, video examples, and practice.

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, Parents, Guardians, Family Members, Paraprofessionals

Writing: Skills and Tools for Demonstrating Knowledge and Making Connections
Kelly Fonner, M.S.

The reasons our students need writing skills? To demonstrate what they know, to communicate with others who are not present, to share ideas and express themselves. During this presentation, we will apply technology tools and apps to instructional writing strategies for students who struggle with expressive and demonstrative written communication. Working through the basic stages of the writing process, participants will explore good teaching strategies using technology. We will give examples from structured writing approaches for impacting upon students who do not know where to start when writing, who have difficulty with logical sequencing, who need a visual organizer to provide a plan, and who need structure to help alleviate semantic difficulties. The tools will be apps for mobile devices and software for tablets, laptops and computers. This session is beyond teaching you to use the tools; it's about implementing these tools to scaffold growth in writing skills.

Credits: Act 48, ASHA, PSYCH
Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained a traumatic brain injury, Speech Therapists, General Education Teachers, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Parents, Guardians, Family Members, Paraprofessionals

Eyegaze: Connecting Assessment and Intervention
Chip Clarke, M.S. CCC-SLP

Eyegaze has gone from a fringe access method to a mainstream access method for many individuals with complex communication needs. However, our knowledge about what considerations impact an individual's use of Eyegaze is limited, and we continue to lack a clear clinical model for both assessment and intervention. This presentation will review the information necessary for assessment along with a progression of activities and strategies for learning the access method. A clinical review of settings that can impact operator performance will be provided.

Credits: Act 48, ASHA, PSYCH
Audience: Speech therapists, Assistive Technology specialists

Wednesday, November 14, 2018

7:30 am to 10:30 am	8:30 am to 12:45 pm	8:30 am to 10:30 am	10:30 am to 10:45 am	10:45 am to 12:45 pm
Registration	Full Morning Session	Concurrent Sessions	Break	Concurrent Sessions

8:30 am to 12:45 pm: Full Morning Session

Integrating Pragmatic Tools Across Disciplines
Mark Campano, M. Ed.

This session will review and practice implementation of pragmatic tools for understanding the unique learning of students with complex multiple disabilities including sensory impairments (vision & hearing). There will also be a review of the information gained from each of the tools and how to use that information, on its own, as well in unison with all information, for communication development and developing learning intervention.

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, Parents, Guardians, Family Members, Paraprofessionals

8:30 am to 10:30 am: Concurrent Sessions (Morning Session 1)

How to Choose and How to Use Mounts for Eyegaze Systems
Karen M. Kangas, OTR/L

Students beginning to use Eyegaze systems for AAC need adjustability in placement of the device and its display as they learn how to use it. As the student learns, and as the display becomes more complex, the placement may need to change. Also, activity demands may alter the position the device needs to be in, in relationship to the child's face and eyes. Once she is familiar, and then subsequently, fluent with the device, again, changes may need to happen. When and how should the device be mounted on a wheelchair and where? This session will compare table mounts, standing mounts, and wheelchair mounts' features, all critical

for "matching" them up with the needs of the student, her device and her environments. Participants will learn what is available, and how to choose based on a "feature/match" approach.

Credits: Act 48, ASHA, PSYCH
Audience: Special Education Teachers, Teachers/other professionals who work with students who have sustained traumatic brain injury, Speech Therapists, Assistive Technology Specialists, Occupational Therapists and/or Physical Therapists, Parents, Guardians, Family Members, Paraprofessionals

Science for Students Eligible for the PASA: Understanding and Teaching Science

Lynda Lupp; Sharon Leonard; Audrey Kappel, Ph.D.; Katie Majewski

Participants will explore science alternate eligible content (AEC) across and within grades using the newly released Science AEC Across the Grades resource. The process of essentialization will be applied to science AEC to demonstrate accessibility to the content. Essentialization examples and resources with a focus upon instructional strategies and vocabulary/language considerations will be provided. A teacher for students with visual impairments and significant cognitive disabilities will provide her instructional experiences teaching science. Procedures for assessing student learning and guiding future instruction will be discussed.

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, Teachers who work with students assessed on the PASA

Perkins Braillewriter: All the Nuts and Bolts!

Doug Williams

This session will explore the internal workings of the most utilized tools of teachers of the visually impaired. Participants will explore the following competencies: the history of tactile communication and the Perkins braillewriter; proper utilization and changes of the tool over the years; correct positioning and utilization of the braillewriter; proper cleaning, maintenance and storage of the braillewriter. Practical application, demonstration and participation will be required. Attendees are encouraged to bring their own braillewriters; a limited number will be available for use.

Credits: Act 48, ACVREP, PSYCH
Audience: Teachers who work with students who are blind or visually impaired, Assistive Technology Specialists, Orientation and Mobility Specialists

10:45 am to 12:45 pm: Concurrent Sessions (Morning Session 2)

Visual Phonics Refresher
Sue Ann Houser

This session is for educators who have previously been trained in See The Sound: Visual Phonics ©. Participants who have completed this prerequisite training should join this session to refresh their skills and participate in innovative application activities. A thorough review of correct production of the phoneme prompts, including several new ones, will be provided as well as opportunity to practice the prompts in lesson simulations. Educational Interpreters, Teachers of the Deaf and HH, Speech and Language Pathologists, working with students with hearing loss, are encouraged to complete the 2-day initial Visual Phonics training offered through PaTTAN every summer.

Credits: Act 48, ASHA, PSYCH
Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Paraprofessionals, Educational Interpreters

Perspectives on Transition to College: A Panel Discussion
Jacki Lyster; Clare Papay, Ph.D.; Everett Deibler; Leann Downs; Amy Hildebrand

Is college the right path for all students? Join our panel presentation as we explore new and exciting possibilities for the transition to college for students with intellectual disabilities. Considering everyday living experiences and a meaningful IEP process, participants will learn to better prepare for the college experience. A variety of options will be presented from different perspectives. Participants are encouraged to come prepared with questions.

Credits: Act 48, ASHA, 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, Supervisors/Administrators, School Counselors and/or School Psychologists, Parents, Guardians, Family Members, Teachers who work with students with intellectual disabilities

Connecting with Tech for Instruction: Engaging Students with Significant Cognitive Disabilities
Bill Ziegler and Susan Gill

Often the access technology used for students with complex needs is used to provide simple opportunities to "hit-the-switch", make a choice, or otherwise participate in limited ways. This session will provide ideas and options for engaging students in interactions with text and media, games, and many other curricular activities, all of which are possible when adults hold high expectations for what students are interested in, what they can do, and what they can learn.

Credits: Act 48, ASHA, PSYCH

Audience: Special Education Teachers, Speech Therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Parents, Guardians, Family Members