

# **CONFERENCE PROGRAM**

## **50 Years of Service - Paving the Way to the Future**

July 23<sup>rd</sup>-25<sup>th</sup>, 2017

Hyatt Regency Scottsdale Resort & Spa at Gainey Ranch, Scottsdale, AZ

Northern Arizona University – Institute for Human Development

Arizona Technology Access Program

American Indian Vocational Rehabilitation Training and Technical Assistance Center

## **A letter from the director**

Welcome 2017 Conference Participants!

As the new Executive Director of the Institute for Human Development (IHD) at Northern Arizona University, I want to welcome you to our educational mega event – 50 Years of Service – Paving the Way to the Future. In recognition of IHD’s 50th anniversary, we have combined the three focus areas of (1) Evidence Based Practice (EBP), (2) Assistive Technology (AT), and (3) American Indian Vocational Rehabilitation into a single conference.

The three conference tracks are brought together to facilitate achievement of the vision and mission of the Institute for Human Development - Arizona University Center on Disabilities (IHD-AzUCD). The IHD-AzUCD’s vision is that people with disabilities fully participate in all life experiences. The mission is to promote full inclusion by advancing attitudes that value persons with disabilities and enhancing access to all aspects of the human experience. We hope you leave the conference better prepared to support the IHD vision and mission, on behalf of all persons with disabilities.

After taking a year off from the EBP and AT Conferences, we are back with a fresh take on the subject matter, new topics, new presenters and a slightly revised format. However, tradition is also important and, as in the past, we have a comprehensive program with many breakout session choices, a big exhibit hall that will give you the opportunity to see new technologies and speak with representatives from a variety of nonprofit and state agencies, and wonderful prizes for our (free) raffle drawings.

Conferences require considerable time, effort and collaborative planning to be successful. Our partners and contributors deserve recognition: the Arizona Department of Education, Exceptional Student Services; the Arizona Rehabilitation Services Administration; The Arizona Developmental Disabilities Planning Council; our presenters and exhibitors who are the heart of this conference; and the occupational therapy student volunteers from Midwestern University, Northern Arizona University and Pima Medical Institute.

Special thanks and appreciation go to our conference planning committee members: Janelle

Bauerle, Mary Boegemann, Mike Buckley, Janet Fukuda, Lee Gaseoma, Clayton Guffey, Sue LeHew, Heidi Lervik, Michael Leyva, Jodi Lindstrom, Martha Lewis, Cece Marek, John McDermott, Jill Pleasant, Matthew Press, Adi Schaeffer, Trina Spencer, Candice Steel, Diane Tasev, and Tom Uno. Finally, we would like to acknowledge the Hyatt Regency Resort & Spa at Gainey Ranch staff who are dedicated to making this conference enjoyable for everyone!

I hope that over the next couple of days, you are energized by the content of the sessions you attend and conversations with people you encounter. Perhaps set a goal for yourself to leave the conference with at least three new ideas that you will act on over the next year.

Please enjoy the conference.

Kelly Roberts, PH.D.

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## **General Information**

### **Climate Control**

It will be HOT outside, but conference rooms can be chilly – bring a light sweater or jacket for comfort.

### **Conference materials**

Conference presentations and handouts are on the Presentations/Handouts page of AzTAP's website at <http://aztap.org/conference/presentations-handouts/> and via Twoppy - our mobile App (see next page).

### **Continuing education certificates**

Certificates of Attendance and CRC CEUs will be available at the registration desk after the Closing Session on Tuesday. See CEU info in program for details.

### **Door prize drawings**

You will receive 4 raffle tickets & an Exhibit Hall Raffle Card at registration. There will be several door prize drawings throughout the conference and the prizes will be on display in the Exhibit Hall. Instructions are on the back of the blue Exhibit Hall Raffle Card. You must be present to win at each of the door prize drawings!

## **Information and general assistance**

If you have questions or need help, please look for a volunteer wearing a bright orange vest or come to the conference registration desk.

## **Other food options**

If you would like additional beverages/food beyond the meals included in the conference registration fee, you can grab a snack, drink, gelato, etc. at Canyon Market located in the hotel lobby. It is open 24/7.

## **Name badges.**

Please wear your name badge at all times. Persons without badges will not be permitted into conference events. Besides, we want to know who you are!

## **Reasonable Accommodations**

AzTAP is committed to making this conference accessible for every attendee. If you require assistance, please stop by Accommodation Station in the Conference Center Lobby. (You can also recharge mobile devices here with your own charger).

## **Recycling**

Help us be greener; please deposit your name badge holders and lanyards in the box at the registration table at the end of the conference.

### **Cell phone etiquette**

A ringing cell phone is a distraction during conference sessions. Remember to set them on vibrate or mute.

### **Session evaluations**

Please complete an evaluation for each session you attend by using the paper form OR scanning this QR code or enter the following link into your browser: <https://www.surveymonkey.com/r/2017SessionsForm> (NOTE: Paper copies will still be available in each room – but please choose one format only for each session).

### **Special meals requests**

If you have requested a special meal, please give the meal ticket you received at Registration to your server as soon as you sit down at your table each day for lunch.

### **Wi-fi**

Free Wi-Fi is available throughout the Conference Center. Login information is as follows:

Wireless Network (SSID): HYATT-MEETING

Password: nau2017 (case sensitive)

## **GENERAL & ACCESSIBLE PARKING**

Self and accessible parking is available in the hotel's main parking lot, follow hotel signage. Additional accessible parking is located near the Conference Center, outside of the Valet Only parking garage. Please note: Parking is free for paid conference attendees and Exhibit Hall Pass recipients, but you must have a validation coupon each time you exit the parking lot in order to avoid paying the daily parking fee. Validation coupons will be available at the conference registration desk.

### **Mobile conference app: twoppy**

You can access our free conference app for your smart phone or tablet by scanning the QR code into your mobile device, or enter this link into your device's browser:

<https://app.twoppy.com/2017IHDConference> .

## **Track Descriptions**

### **MORE ABOUT THE CONFERENCE**

For 17 years, IHD-AzTAP hosted an annual summer Assistive Technology conference and since 2013, IHD has sponsored three Evidence-Based Practice conferences. This summer, in recognition of its 50th anniversary, IHD merged the two areas into a single event and added a third track focusing on American Indian Vocational Rehabilitation. As a result, participants can choose from more than 80 breakout sessions across the three content areas, no matter which track was selected during registration.

Attendees can concentrate on a particular track, but still have the opportunity to gather information and resources from another area that may enhance their work with persons who have disabilities. We are fortunate to have the wealth of knowledge and expertise provided by all of our presenters.

This is not just an Arizona conference. We are privileged to have attendees from Tribal Nations across the US and representation from two US territories in the Pacific basin. The Networking

Reception on Monday afternoon is a good way to connect with people who are engaged in similar work or who offer a new perspective in a particular disability related discipline.

Finally, make sure to visit the Exhibit Hall where you can explore a range of assistive technology products and learn about the services provided by state agencies and nonprofit community organizations.

### **AzTAP - ASSISTIVE TECHNOLOGY**

In keeping with the diffuse nature of assistive technology, the content of this track is comprehensive and covers topics across the lifespan and disability spectrum. Because assistive technologies are valuable tools that support participation, inclusion and independence in education, employment, transition and community living, the sessions are designed to address the selection and application of assistive technology in these areas.

### **EVIDENCE-BASED PRACTICE (EBP)**

The Evidence-Based Practice in Disability Disciplines track offers professionals who work with individuals with disabilities the resources to effectively

implement evidence-based practice in their respective disciplines. Presented by researchers and experts who are committed to bridging the research-to-practice gap, the sessions will provide recommendations about how to make effective, practical decisions given the best available evidence. Content will focus on employment, literacy and language, community connections and diversity. Participants will receive take home resources to help guide evidence-based decisions.

**American Indian Vocational Rehabilitation Training and Technical Assistance Center (aivrttac):**

Now more than ever the American Indian Vocational Rehabilitation Services (AIVRS) Programs continue to exist in order to address the need to prepare tribal members with disabilities for gainful employment. The American Indian Vocational Rehabilitation Training and Technical Assistance Center (AIVRTTAC) at NAU-IHD has been established to meet the expressed needs of the AIVRS programs to improve program capacity and increase successful tribal consumers' employment outcomes. The theme of this content area track is

The Fire Keepers and sessions will explore tradition and ceremony, the AIVRS creation story, the importance of tribal, state, and federal partnerships and the VR Circle of Resilience through innovative Tribal Nation building.

### **Special Thank You**

We would like to give a special thank you to our wonderful sponsors:

Arizona Rehabilitation Services Administration (RSA)

Arizona Department of Education (ADE)

Arizona Developmental Disabilities Planning Council (ADDPC)

## **Pre-conference workshops**

Sunday, July 23rd. 8:00-4:00

Registration begins at 7:30. Lunch is included

### **Access or Activations: Rethinking the Approach for Access and Mobility**

Lisa Rotelli | #1001 | Arizona Ballroom VI

This course will demonstrate effective strategies for functional seating and mobility. It will demonstrate why some strategies are ineffective for functional movement and independence. Participants will have the ability to view wheelchairs that are available and the type of electronics that are on them. They will learn how to identify components, as well as learn to start making better choices for flexibility and function. They will view client case studies and the show of different strategies for access of their powered mobility, seat functions, communication access, and how to integrate these systems to promote more independence. Key Learning Objectives: Apply the basic principle of seating for access. Recognize the role of powered mobility in determining access for involved clients. Describe and

identify at least 2 forms of alternative access for power mobility, computers or AAC devices.

## **Apps & AT Across the Curriculum: Supporting Diverse Learners in a UDL Environment with Google and iOS**

Diana Petschauer | #1002 | Arizona Ballroom VII & VIII (Combined)

Build a Bridge to Learning- AT to Engage&Include Diverse Learners on All Devices Across Curricula, Supporting UDL! Many schools are now BYOD (Bring Your Own Device) (and some are "Going Google" with Chromebooks & Google Apps for Education. How do you support diverse learners on all devices, using free & low cost (High Quality) Apps & AT solutions? Join us for this hands-on informative workshop focusing on ensuring success for all learners using the tools, features & apps available in Apple's App Store/Devices & Google's Chrome Web Store. Support for literacy (Dyslexia/ LD), math, executive function, accessible worksheets/textbooks, as well as support for our learners who are blind/ low vision and those with physical/ motor

challenges. Key Learning Objectives: Identify and explore a minimum of 15 iOS (Apple-iPad/ iPhone) apps and accessibility features to support students who struggle with literacy, math, executive function and access to curriculum, and discuss realistic implementation methods for classwork and homework. Identify and explore a minimum of 10 Chrome apps & extensions to support students who struggle with literacy, math, executive function and access to curriculum, and discuss realistic implementation methods for classwork and homework. Identify and explore a minimum of ten free assistive technology tools (accessibility features, software, apps, built-in tools, web resources) to support access to literacy, math, executive function and curriculum, and discuss realistic implementation methods. Identify and explore technologies that support learning in a UDL environment and provide access to AEM (Accessible Educational Materials) including digital textbooks and worksheets.

**Monday, July 24<sup>th</sup>**

**REGISTRATION & BREAKFAST 8:00 – 9:00**

Vaquero Ballroom

**AIVRTTAC PRAYER SERVICE 8:30**

Desert Garden Patio

In many Native American cultures it is customary to begin activities by coming together as a group to pray, often times giving thanks and asking for guidance and wisdom from the Creator. Through a spiritual way of living, many tribes practice coming together in a circle which represents the community, signifies the strength of family unity and an interconnectedness between each other, the land, the animals and the elements. In a smudging ceremony, the smoke created by fire and herb can cleanse, heal, protect as it rises into the air taking our prayers with it to Creator.

**CONFERENCE Welcome and Keynote  
Presentation 9:00 – 10:15**

**The Past as Prologue: Pathways to the Future**

Dave Edyburn | #001 | Vaquero Ballroom

Over the past fifty years, numerous milestones document societal, educational, and cultural change. In this provocative keynote, Dr. Edyburn will examine selected historical trends and issues that have set the stage for understanding scenarios about the future of learning and work. Key Learning Objectives: Understanding of key societal, educational, and disability milestones over the past 50 years break & exhibit hall

## **Vaquero Ballroom**

Visit our exhibitors in the Vaquero Ballroom to stay up to date on the latest in disability resources. A schematic of Vaquero Ballroom is available on page 38 for your convenience.

## **Assistive Technology Sessions 10:45-12:00**

### **Assessing Assistive Technology Options for Large Print and Braille Readers**

Renee Clark | #100 | Arizona Ballroom I

Assistive technology options for people who are visually impaired or blind are ever increasing. Determining the best option for a particular individual in a specific setting, with specific tasks can be overwhelming. However, asking the right

questions, tools can be matched that provide increased independence and optimum access to information for educational or workplace success. In this interactive session, we will present multiple scenarios in which individuals who are blind or visually impaired need access to print or electronic materials, and working together, discuss challenges and solutions. We will we will review the various options available for braille and large-print access and the benefits of specific solutions.

Key Learning Objectives: Name three approaches to video magnification for people with low vision. Name at least three considerations in choosing a video magnifier for a person with low vision. State at least three benefits of electronic braille alone or in addition to speech output for educational, employment, or personal use.

## **How to Obtain Assistive Technology as a Client of Vocational Rehabilitation**

John Gutierrez & Linda Fischer | #101 | Arizona Ballroom II

Our session will provide information on what Assistive Technology devices and services that can

be provided by the State's Vocational Rehabilitation (VR) Program. It will also explain what to expect during the VR process, the different types of assistive technology that may be available to the VR program, and what to do if VR denies their request for AT.

Key Learning Objectives: Services available through the VR program. How a client can obtain assistive technology through VR. Types of assistive technology that may be available to a VR client. What to do if VR denies your request for assistive technology.

## **60 Tips for AT Success**

Matthew Press & Mike Albert | #102 | Arizona Ballroom IV

In this session participants will be taken through different top ten lists for successful implementation of AT across various Pre-K to 12 environments and tasks. The session will guide participants through AT ideas across curriculum and instruction areas. This fast paced session will cover at least 60 tips, so be ready for a ton of useful implementation ideas at a fast past. No worries about getting it all down, we

will share them digitally as well. Participants will learn about specific tools across reading, writing, math, evaluation, documentation, etc. Be prepared for some fast paced fun.

Key Learning Objectives: Identify three resources that can be implemented immediately in their AT practice. Identify five resources they want to learn more about to assist their AT practice. Identify a means of accessing resources and sharing with colleagues during and after the conference.

## **Apps & Evidence Based Practice: Defining and Evaluating Apps for Clinical Use**

Mai Ling Chan | #103 | Arizona Ballroom III

This session will focus on introducing a variety of rubrics available to evaluate iPad applications for evidence-based speech-language therapy. In addition to defining criteria for developer credentials, software design, and research base, example reviews of apps achieving the highest developmental standards will be conducted.

Key Learning Objectives: Discuss the key application features evaluated by the majority of current software application rubrics. Improve decision

making on selecting apps for clinical practice. Utilize a rubric in order to evaluate software applications in terms of research based strategies, and appropriateness for quality clinical intervention.

## **Helping Students with Disabilities Gain Access to Complex Text**

Dave Edyburn | #104 | Arizona Ballroom VIII

Struggling students often face challenges in achieving grade level standards. As a result, significant attention will be needed to provide strategies and tools to help students access and engage in the complex texts they will encounter. The purpose of this session is to introduce tools and strategies that can be used to help students with disabilities gain access to complex texts in grades 4-12.

Key Learning Objectives: Describe why students must access and engage with complex texts.  
Demonstrate how to measure text complexity.  
Evaluate the suitability of various technology tools that can be used to alter the cognitive difficulty of text.

## **Introducing the MoJo Digital Monocular**

Briggs Cunningham | #105 | Markland Boardroom

Briggs Cunningham will be providing a live demonstration of the new MoJo, a new digital aid that provides practical mobile accessibility for those with low vision.

Key Learning Objectives: A new digital aid that provides practical mobile accessibility for those with low vision. Auto focus now available in a digital monocular.

## **Mobility Transportation Solutions**

Monique McGivney | #106 | Markland Boardroom

The goal of this presentation is to provide an overall review of many of the automotive transportation solutions available to people with a mobility challenge or to caregivers who need assistance to help transport someone with a disability. It will also be helpful to individuals recommending automotive mobility equipment and services like OT's, PT's and other health professionals. This presentation is designed to help you understand what solutions are available and where to get more information. In addition, it will also give an overview of NMEDA, the National Mobility Equipment Dealer Association

which regulates our industry to ensure we are providing safe and reliable solutions; not just any solution.

Key Learning Objectives: Understand and identify the unique process involved in researching, evaluating, selecting and purchasing automotive mobility solutions. Identify and learn how to establish a solid and positive working relationship with your local Mobility Equipment Dealer.

## **Evidence-based practice Sessions 10:45-12:00**

### **Building Blocks of Reading: Effective Phonemic Awareness**

And Decoding Instruction (Pt.1)

Breda O’Keeffe | #107 | Arizona Ballroom V

These sessions will provide an overview of phonemic awareness, the alphabetic principle, word reading for regular and irregular words, and advanced decoding for students who struggle to learn how to decode words. We will address sequencing skills, explicit and systematic instruction with examples in each skill area. We will model and practice evidence-based methods that you can take to your classroom for teaching these important skills to students.

Fluency building for each skill will be addressed throughout these sessions.

**Key Learning Objectives:** Participants will be able to define phonemic awareness, alphabetic principle, decoding, and regular and irregular words.

Participants will be able to describe evidence-based practices in beginning reading instruction for student with and at-risk for disabilities, including sequencing of skills, explicit and systematic instruction in phonemic awareness and decoding. Participants will be able to teach basic formats in phonemic awareness, letter sound identification, sounding out and advanced decoding to students who have difficulties in reading.

## **Preparing for the Future (Pt.1)**

Bob Niemiec | #108 | Arizona Ballroom VI

No one has a crystal ball to predict the future, but people concerned about services for people with disabilities should be prepared for the possibilities. We know that the emphasis will continue to be on individualized, community-based services, person-centered planning, and helping individuals lead typical lives in their communities. In this session we

will look at the trends and current practices that support individualized outcomes for people.

Participants will consider developing a set of principles, and action steps they can take immediately to guide their actions in the future.

**Key Learning Objectives:** Learn about the current state of services, especially employment, for people with disabilities. Learn about service trends that are shaping the future of services. Learn a set of key principles organizations can adopt as they prepare for the changes the future might bring.

## **PBIS today: International Research and Local Implementation**

Daniel Gulchak, Ph.D | #109 | Arizona Ballroom VII

PBIS has been legally required in schools for 20 years (IDEA'97). Hear about the research and EBP proving that this Multi-Tiered System of Support (MTSS) delivers measurable outcomes and see the results from over 100 schools in AZ implementing with fidelity ([PBISaz.org/awards](http://PBISaz.org/awards)). Local schools will show you their data and talk about their outcomes.

**Key Learning Objectives:** Participants will gain an awareness of the research and EBP associated with

PBIS and MTSS. Participants will be able to identify several school implementing PBIS with fidelity across the state. Participants will interact with local educators who are currently implementing PBIS successfully in K-12 schools.

## **AIVRS Sessions 10:45-12:00**

### **Introduction & welcome**

Lee R. Gaseoma | #110 | Dunes A & B

Meet the AIVRS Team and learn more about who we are!

### **The AIVRS Creation Story: A Disability Movement Begins**

Michelle Frazier Wilson | #111 | Dunes A & B

Attendees will gain an understanding of historical beginnings of American Indian Vocational Rehabilitation Services (AIVRS) attributed to the Navajo Nation and other advocates, AIVRS growth trends and the outcomes of AIVRS services as a culturally appropriate model to prepare tribal members with disabilities who reside on or near tribal communities for successful employment. A personal success story will highlight the benefits of

tribal and state VR collaboration efforts to achieve a successful tribal consumer employment outcome.

Key Learning Objectives: Understanding historical beginnings of AIVRS: Navajo Nation, Dr. Elmer Guy. Understanding growth trends and development of AIVRS as a cultural disability advocacy movement: Pioneers and key partners i.e. Bobbie Atkins, Treva, RSA, CANAR 22. Understanding Tribal VR: access and inclusion at the tribal level: (personal testimonies, accessibility into tribal communities) ADA, Rehab Act, legislative history. Personal success story – self-advocacy (State/AIVR Shared Case preferred).

**Lunch 12:00 - 1:00**

Vaquero Ballroom

**Break & Exhibit hall 1:30 - 6:00**

Vaquero Ballroom

Visit our exhibitors in the Vaquero Ballroom to stay up to date on the latest in disability resources. A schematic of Vaquero Ballroom is available on page 38 for your convenience. The exhibit hall will be open to the public.

## **Assistive Technology Sessions 1:00-2:15**

Let's Get Visual: Supporting Students with Autism

Mo Buti | #200 | Arizona Ballroom I

From the moment someone with autism wakes up, to the moment they go to bed, & all minutes in-between, there are numerous opportunities to use many different visual strategies to improve their lives. Visuals, video modeling, social stories, and more have been found to be successful when working with people with autism. We will address visuals to support instruction, behavior, social skills, independence, communication and more! There is so much to create and so little time to produce all the visuals needed. We will review benefits of visuals and many sites that offer pre-made free visual supports and free/low-cost sites to create your own visuals. There will be many different examples of visual supports to use throughout a student's day.

**Key Learning Objectives:** Participants will be able to identify a minimum of 3 different free websites where they can locate pre-made visuals to utilize to enhance the education of students with autism or

intellectual disabilities. Participants will be able to identify a minimum of 3 ways that visuals can help with managing behaviors of students with autism or intellectual disabilities. Participants will be able to identify a minimum of 3 ways that visuals can enhance academic instruction of students with autism and intellectual disabilities.

## **Technology that Identifies Strengths and Supports Teens & Young Adults with Intellectual Disabilities**

Steve Keisman | #201 | Arizona Ballroom II

Over the next decade, between a ½ million and 1 million children with autism alone will turn 21 and 86% - 94% will be unemployed or underemployed. Include other intellectual disabilities and the numbers swell exponentially. Sadly, far too often, students leave school completely unprepared for the demands of the real world: No hope, no future, especially when parents are no longer around to supervise.

Increasingly, corporations, organizations and agencies are discovering the benefits of creating neurodiverse employment opportunities. Until now,

career plans have been inadequate. Finally, advanced technology is available to accurately identify career strengths, abilities and interests and using AI, support individuals at work and beyond.

Key Learning Objectives: Examine the background of existing and growing problem of employment for teens and adults with IDs and its impact upon individuals, families, communities and country. Explain the qualities of strength based Person Centered Planning (PCP). Explore tech based career tool and AI based assistive technology to be integrated into the fabric of the classroom, school, home and community of individuals with ID.

## **Successful Transition to College: AT, Accommodations and Advocacy**

Diana Petschauer | #202 | Arizona Ballroom IV

Transition from high school to college is a significant & critical time in a student's life and educational career. This engaging session will inform participants of process, strategies, assistive technology & resources to help ensure that the transition is a successful one! Many students are not aware of the various accommodations provided in college & how

to access them. Learn about the different assistive technology & supportive accommodation options for students in high school & college. Free & low-cost/high quality AT options versus paid AT options will be explored. Self-advocacy skills, communication with professors & instructors, meeting with counselors, confidentiality, laws, documentation, when to start, what to ask, and more!

Key Learning Objectives: Identify and Discuss a Minimum of Seven Accommodations that are available to college students registered with disability services. Discuss the difference between high school and college laws that support students with disabilities in accessing the educational environment. Explore, utilize and identify a minimum of ten assistive technology options to support students with disabilities in the college setting, including support for online learning classes. Discuss the difference regarding the parent role versus student role in college and identify strategies for self – advocacy while applying for accommodations and using them.

**AAC, SLPs, & ABA: Using LAMP to Make it Work**

Jeremy Legaspi, Lydia MacKay & Kassi Rollin | #203  
| Arizona Ballroom III

Speech language pathologist's goals for teaching communication and the BCBA's goals often seem at odds. Both disciplines are seeking to teach communicative behavior. An ABA therapist's focus is typically shaping language into a behavior but it isn't that simple. Treating language as if it's a behavior ignores the many levels of language and communication. For an individual to generate whatever he wants to say, the SGD needs to be word based. The goal of the LAMP approach is to give non-verbal individuals the ability to independently and spontaneously communicate whatever they want to say. Videos showing a combined ABA & LAMP approach will be demonstrated. Success with some becoming very communicative and some demonstrating increased verbal ability.

Key Learning Objectives: Demonstrate an introductory understanding of verbal behavior as a response category using AAC devices. Describe strategies for developing and adapting ABA curriculum for children with ASD using AAC devices

and LAMP (Language Acquisition through Motor Planning) strategies. Describe strategies for effective collaboration between a speech language pathologist and a board certified behavior analyst working with children with ASD.

## **Multi-Functional Low Vision Devices: Beyond CCTV's**

Elizabeth Evans | #204 | Arizona Ballroom VIII

Focusing on Blind and Low Vision Assistive Technology, this session will discuss the latest and greatest in wearable technology. We will help participants identify the differences between a large selection of video magnification devices from a variety of manufacturers (including VFO, Freedom Scientific, Optelec brand and Enhanced Vision) and show the differences in OCR, optical character reading devices and portable all in one Multi-Functional equipment for on-the-go easy to setup and use. These advances in technology have taken Blind and Low Vision Assistive Technology to a new level and we are excited to share all of this with you!

Key Learning Objectives: Understand wearable technology and its multi-functional features. Know the differences between each of the devices.

**Presenters: Find out how to share your message with the world and earn passive income.**

YappGuru - Mai Ling Chan | #205 | Markland Boardroom

This session will introduce an exciting new platform for current presenters of professional and parent/caregiver education. In order to share your message beyond the 1:1 presentation, YappGuru University offers a global audience specific to special education and rehabilitation in addition to a generous revenue share model. Come find out how to create your personal online course library.

Key Learning Objectives: Identify options to increase your presentation income. Discuss current professional development options.

**Exciting Products You'll Want to Know About**

Joni Nygard | #206 | Markland Boardroom

What's new and what's next? Join us for this exciting product packed session. You'll be among the first to try out the NEW Go Talk Lite Touch device and hear what's next for Attainment's AAC Product Line. In addition, we'll take a quick look at GoTalk NOW, Go Worksheet and other apps to see what the latest greatest features are. This is an opportunity for you to ask questions and preview new Curricula Materials as well. Join us for 30 fast minutes to learn more about Attainment Company! Tell your colleagues to come with you as they too will have a chance to WIN a valuable prize!

Key Learning Objectives: Participants will learn about new AAC devices and why their consumers may benefit from these new devices. Participants will learn how to become an author for our company's product lines.

**Evidence-based practice Sessions 1:00-2:15**

**Building Blocks of Reading: Effective Phonemic Awareness and Decoding Instruction (Pt.2)**

Breda O'Keeffe | #207 | Arizona Ballroom V

These sessions will provide an overview of phonemic awareness, the alphabetic principle, word reading for regular and irregular words, and advanced decoding for students who struggle to learn how to decode words. We will address sequencing skills, explicit and systematic instruction with examples in each skill area. We will model and practice evidence-based methods that you can take to your classroom for teaching these important skills to students. Fluency building for each skill will be addressed throughout these sessions.

**Key Learning Objectives:** Participants will be able to define phonemic awareness, alphabetic principle, decoding, and regular and irregular words.

Participants will be able to describe evidence-based practices in beginning reading instruction for student with and at-risk for disabilities, including sequencing of skills, explicit and systematic instruction in phonemic awareness and decoding. Participants will be able to teach basic formats in phonemic awareness, letter sound identification, sounding out and advanced decoding to students who have difficulties in reading.

## **Preparing for the Future (Pt.2)**

Bob Niemiec | #208 | Arizona Ballroom VI

No one has a crystal ball to predict the future, but people concerned about services for people with disabilities should be prepared for the possibilities. We know that the emphasis will continue to be on individualized, community-based services, person-centered planning, and helping individuals lead typical lives in their communities. In this session we will look at the trends and current practices that support individualized outcomes for people. Participants will consider developing a set of principles, and action steps they can take immediately to guide their actions in the future.

Key Learning Objectives: Learn about the current state of services, especially employment, for people with disabilities. Learn about service trends that are shaping the future of services. Learn a set of key principles organizations can adopt as they prepare for the changes the future might bring.

**Successes and challenges experienced with the introduction of the Pyramid Model to Northern Arizona Head Start Programs**

Julie Hardy & Maegan van Wyck | #209 | Arizona Ballroom VII

Head Start Manager Maegan Van Wyck and Pyramid Model Coach Julie Hardy will provide an overview of an ongoing project to bring the Pyramid Model to Head Start programs in Northern Arizona. Factors contributing to success, and obstacles experienced thus far, will be described to prepare participants planning to implement early childhood PBIS in their programs.

**Key Learning Objectives:** Participants will identify similarities and differences between Schoolwide PBIS and early childhood PBIS, describe commonly used early childhood curriculum models and explain how the Pyramid Model complements these programs, and describe the data that supports early childhood PBIS.

### **AIVRS Sessions 1:00-2:15**

All My Relations: The Importance of Tribal, State, and Federal Partnerships

Marc Espino LPCC & Kristen Mackey | #210 | Dunes A & B

Attendees will learn effective partnership strategies between AIVRS Programs and State VR agencies to serve tribal members with disabilities. Presenters will identify specific partnership activities and strategies including: development of Cooperative Agreements/Memorandum of Understanding; AIVRS advocacy on the State Rehabilitation Council and the State Independent Living Council; and outreach efforts by State VR agencies to serve unserved and underserved tribal communities.

**Key Learning Objectives:** Attendees will gain an understanding of the government-to-government relations among Tribes, States, and the Federal Government including information about tribal sovereignty. Attendees will learn effective partnership strategies between AIVRS and State VR agencies. Attendees will identify specific practices and activities for Tribal and State VR activities including development of Cooperative Agreements/Memorandum of Understanding. Attendees will gain an understanding of AIVRS advocacy efforts on the State Rehabilitation Council. Outreach strategies by State VR agencies to serve

unserved and underserved tribal communities will be discussed.

## **Assistive Technology Sessions 2:30-3:45**

### **Alternative Pencils - Writing for ALL Students**

Jennifer Perry | #300 | Arizona Ballroom I

Ms. Jennifer Perry is a special education teacher with 19 years of experience working with high school students. She works with students with intellectual disabilities and facilitates a peer tutoring program to support the students during academic and social activities. She has earned a Bachelor of Science in Elementary & Special Education, a Master of Education in Educational Technology, a Master of Education in Special Education Severe/Profound and a Graduate Certificate in Assistive Technology. She has participated in the Balanced Literacy Club grant program, working directly with Caroline Musselwhite. She was selected as the AZ Council for Exceptional Children's Teacher of the Year in 2016.

Key Learning Objectives: Key Learning Objectives: Participants will identify three alternative pencils. Participants will understand the progression of emergent writing. Participants will

locate free professional development resources for writing with alternative pencils.

## **Pathway to AAC through DDD**

Annette Gotfried & Alexandra Greenwood | #301 | Arizona Ballroom II

The presentation will provide information on how members of the Arizona Long Term Care System and the Division of Developmental Disabilities begin and travel through the Augmentative Alternative Communication (AAC) device process, from applying for an AAC evaluation to receiving training on their new AAC device.

Key Learning Objectives: Understanding of how to apply for an AAC evaluation through ALTCS/DDD. Knowledge regarding what happens during the time of device order to delivery of the AAC device. Understanding of the AAC training process following delivery of the member's AAC device.

## **Assistive Technology and Ethics: Best Practices for Success**

Laura Plummer | #302 | Arizona Ballroom IV

Assistive Technology can play an integral role within the rehabilitation process. This session will explore the “rights”, the “wrongs” and the “in-betweens” related to assistive technology devices and services. The merging of mainstream and assistive technologies now presents us with more opportunities and challenges. Relying upon our ethical guidelines can help us navigate the assistive technology maze. Topics covered will include service provision, boundaries and due diligence. The lecture format will include case examples designed to facilitate discussions and decision making. Finally, participants will leave the session with real life guidelines on Assistive Technology Best Practices for assessments and vendors.

**Key Learning Objectives:** Participants will identify three key components for the best practices of assistive technology assessments. Participants will work through at least three real-life examples and apply the CRC Code of Ethics to brainstorm solutions. Participants will identify three key components for the best practices of assistive technology vendor sales.

# **Making Peace between Instructional and Assistive Technologies in the Post-Secondary Learning Environment.**

Jon Howe | #303 | Arizona Ballroom III

In this session we will explore the intersection of IEIT and access/assistive technologies through the following processes. Demonstrations of some of the basic functions of free and low-cost access/assistive technologies. Demonstrations of accessibility checkers to use for identifying access barriers in IEIT such as web pages, word documents, PDFs, publisher materials, and PowerPoints.

Demonstrations on how to remediate some typical access barriers found in IEIT. A discussion of ways to build collaborations between faculty, IT, and Disability Services Departments to improve access to IEIT.

**Key Learning Objectives:** Understand basic functions of free and low cost access technologies that can be used to improve access to instructional electronic information technology (IEIT) used in post-secondary course offerings. Be able to identify features in IEIT that can present barriers to students using access/assistive technologies. Be able to

remediate features in IEIT that can present barriers to students using access/assistive technologies.

## **Driving: Look Ma, no hands**

Jill Sclease & Jenny Nordine | #304 | Arizona Ballroom VIII

This session is designed to provide an overview of the Vocational Rehabilitation process as it relates to High Tech driving. Advancements in technology are providing more opportunities for independent driving. This course will allow the generalist to identify the potential for someone with a disability to have the opportunity to be assessed for the potential of being a safe and independent driver. Such independence can and will allow clients the opportunity to work, have increased social lives and to participate in leisure activities of interest. This course will also demonstrate the collaboration between VR, the client, the CDRS and the mobility vendor.

**Key Learning Objectives:** The participant will identify three types of adaptive driving equipment for independent and safe driving. Participants will explore common vehicle modifications needed for

wheelchair users, training and fitting recommendations. Following this presentation, attendees will be familiar with the extensive process of a high tech adaptive driving assessment, training and fitting recommendations.

## **Portable Large Print and Braille Access for School and Work**

Renee Clark | #305 | Markland Boardroom

This session will highlight BAUM USA's portable solutions for accessing information while at home, school, or work with large print or braille. We'll share the VisioDesk portable CCTV and discuss specific scenarios where this device solved access challenges in a variety of settings and to address a range of needs. We'll also discuss scenarios where electronic braille is beneficial and demonstrate how the VarioUltra provides access to multiple devices simultaneously to enhance productivity. Participants will receive an evaluation checklist that assists in assessing the various options and identifying the best solution for a particular individual.

**Key Learning Objectives:** Attendees will be able to identify 3 factors in choosing a CCTV. Attendees will

be able to identify 3 benefits of electronic braille at school or work.

## **Exploring Kurzweil 3000**

Shaughn Nelson | #306 | Markland Boardroom

The session will briefly describe what Dyslexia is and then provide a short product demonstration.

Participant will have the opportunity to ask questions and get answers to areas of interest to them.

Key Learning Objectives: Independence in Learning is possible.

## **Evidence-based practice Sessions 2:30-3:45**

### **Achieving Important Literacy Outcomes: Effective Vocabulary and Comprehension Instruction (Pt.1)**

Breda O’Keeffe | #307 | Arizona Ballroom V

These sessions will provide information and practice on important advances in vocabulary and reading comprehension instruction, from kindergarten to middle school levels. We will demonstrate and provide guided practice in applying effective instructional strategies to vocabulary, and narrative

and expository comprehension before and while students are reading complex text. We will emphasize explicit, systematic instruction in important academic vocabulary and text comprehension strategies.

**Key Learning Objectives:** Participants will be able to define vocabulary and reading comprehension and identify how they relate to other reading skills to lead to successful reading comprehension of narrative and expository academic texts.

Participants will be able to describe multiple evidence-based practices in oral language instruction and reading to teach vocabulary and reading comprehension. Participants will be able to teach formats for explicit vocabulary instruction, narrative and expository reading comprehension.

## **Developing Customized Employment Options (Pt.1)**

Bob Niemiec | #308 | Arizona Ballroom VI

Customized Employment is a method that goes beyond traditional approaches using highly individualized processes to identify opportunities and build or create employment that is highly tailored to

the individual but is also clearly valuable to the employer. The foundation for finding jobs that meet a jobseeker's ideal conditions of employment is about knowing the individual and knowing the community. Through Discovery and Career Planning, support staff and members of a jobseeker's employment team really get to know an individual, exploring interests, new environments, new tasks to uncover or discover individual preferences and skills. Concurrently, the jobseeker and support staff explore the community, building connections, and learning about different opportunities, types of work, employers, etc.

Key Learning Objectives: Learn the key components of Customized employment. Learn how Customized Employment differs from traditional job development. Learn how Customized Employment can be implemented.

## **Bringing Employment First to Scale (Pt.1)**

Allison Cohen Hall | #309 | Arizona Ballroom VII

The introduction of Employment First policies can make an important contribution to raising expectations, improving outcomes, and increasing

self-sufficiency for individuals with intellectual and developmental disabilities. However, research suggests that while a policy is important to provide a vision for practice and expectations, the existence of the policy by itself does not guarantee that more people with disabilities will become employed. This session will discuss the essential components of high performing cross-agency employment service systems, and highlight the collaborative methods that have allowed each system to bring these components to scale.

**Key Learning Objectives:** Several different data sources that can be used to compare performance among different state systems. The essential elements of high-performing state systems, with an emphasis on collaborative strategies. How states are responding to an evolving federal landscape around employment.

### **AIVRS Sessions 2:30-3:45**

### **AIVRS Traditional Healing Services: A Holistic Approach to VR Service Delivery**

Lee R. Gaseoma & Darold H. Joseph | #310 | Dunes A & B

Attendees will gain an understanding of a holistic approach to AIVR delivery utilizing traditional healing services as described in the grant proposal.

Understand how traditional healing services should be incorporated into the consumer's IPE and justify how this service will result in successful employment outcomes. Learn about cultural considerations in how to charge or bill traditional healers.

**Key Learning Objectives:** Understand how traditional healing services are defined and where traditional healing services is cited in the federal regulations: Section 103 Federal Regulation and 34 CFR 371. Understand when traditional services should be considered. Identify how traditional healing services should be written in an IPE with respect to comparable services. Understand procedures for justifying traditional healing services in an IPE. Learn what considerations should be made when invoicing traditional healing services. Learn what program management activities should include traditional healing services.

### **Assistive Technology Sessions 4:00-5:15**

Every Person, Every Job: An AT Approach to Employment

Candice Steel & Mark Botterbusch | #400 | Arizona Ballroom I

Employment is on the forefront of change and for individuals with disabilities, it is no longer an afterthought. Assistive technology and accommodations hold the key to help individuals with disabilities be more hireable with increased pay demands in a competitive market. By utilizing a Universal Design (UD) approach to employment for individuals with mild to severe disabilities, we believe "EVERYone is able to do EVERY job." This philosophy has led to successful stories of employment for individuals with disabilities at Gompers. In this session, we will emphasize the framework we use, how we create jigs "on the spot" and share videos of success stories. This presentation will highlight the process of implementing assistive technology.

**Key Learning Objectives:** Learn how to assess the needs of an individual with disabilities through the successes and failures of trying each available job in a training/employment center. Understand how monitoring and follow up are crucial to job success.

Describe 3 ways to modify a job task using everyday materials.

## **Loop 101: Highway to Hearing**

Michele Michaels | #401 | Arizona Ballroom II

Hard of hearing people regularly experience roadblocks to communication. The inability to hear clearly, even with hearing aids and cochlear implants, necessitates the use of supplemental assistive technology and services. Inductive loop systems and devices send a clear sound signal directly to hearing aids and cochlear implants. Get in the loop with the Arizona hard of hearing community by attending this workshop. This session will describe and explain the types of and differences between inductive loops, FM systems, and infrared systems. Demos of a variety of loop systems and devices will be provided along with info about where to purchase.

**Key Learning Objectives:** Participants will be able to describe 3 types of assistive listening systems. Participants will be able to explain the difference between 3 types of assistive listening systems.

Participants will learn where to purchase assistive listening devices and services.

## **Arizona ABLE Accounts**

Nathan Buckles | #402 | Arizona Ballroom IV

Nathan Buckles with SilverTree Special Needs Planning is a father to three beautiful children. A little over 4 years ago he and his wife adopted their youngest son who had been exposed to drugs in utero. With his years of experience in estate planning, financial planning, coordination of government benefits, and lifestyle planning, he has helped hundreds of families create comprehensive life-long plans for their loved ones living with special needs. Nathan educates and advocates for families in numerous states throughout the country. Because SilverTree recently played an instrumental role in the passage of the new ABLE Act legislation in Arizona, Nathan has held numerous educational workshops with vital information about the ABLE Act.

## **AT in the IEP and IPE: What is the difference?**

Bruce Kennedy & Sue LeHew | #403 | Arizona Ballroom III

Wow! Alphabet Soup! The marching orders for students in Special Education served by the Department of Education (DOE) is the Individualized Education Plan (IEP); the marching orders for job seekers and transition students served by Vocational Rehabilitation (VR) is the Individualized Plan for Employment (IPE). Assistive Technology (AT) is addressed differently in each program. This session will provide a comparison of how assistive technology is addressed in schools and Vocational Rehabilitation.

Key Learning Objectives: Be able to identify laws and Legal aspects of Assistive Technology for DOE and VR. Glimpse Policy and Practices in each program. Learn about differences in how AT is addressed in the individualized program plans.

## **If You Give a Resource Teacher an iPad and Accommodations**

Tracey Antista | #404 | Arizona Ballroom VIII

What do you know about children and their specific learning disabilities? What are the general education teachers' responsibilities for those children's accommodations? How can Assistive Technology

help? These may be questions you have had and wanted to know more, but could not find the answers. This workshop will discuss the words surrounding the umbrella term “Specific Learning Disabilities”, and accommodations that could help these children make academic gains. You will leave with a list of accommodations, along with the apps that could support the need.

**Key Learning Objectives:** Define specific learning disability. Discover accommodations that could help students with disabilities gain access to the general education curriculum. Access resources that support the use of accommodations for students with disabilities. Learn about resources that can lessen the teacher’s time in preparing needed accommodations.

## **Thinking about Taking the RESNA ATP Exam? Study Group Planning Session**

Matthew Press & Clayton Guffey | #405 | Markland Boardroom

AzTAP is launching an ongoing study group to assist those interested in preparing for the ATP exam! Our goal is to build assistive technology capacity and

expertise in Arizona. In this planning session to launch this group, we will review the RESNA requirements for sitting for the ATP exam, determine the structure and meeting schedule for the group, identify what support participants want from the group, and review available study material options. Future group meetings will be held at AzTAP in Phoenix, but remote access will be available to participants throughout the state. The format will be open entry / exit so each individual may participate as little or as much as they feel they need to prepare for the exam.

Key Learning Objectives: Participants will help determine the future structure of the group, including meeting schedule, study materials, etc.

### **Evidence-based practice Sessions 4:00-5:15**

#### **Achieving Important Literacy Outcomes: Effective Vocabulary and Comprehension Instruction (Pt.2)**

Breda O’Keeffe | #406 | Arizona Ballroom V

These sessions will provide information and practice on important advances in vocabulary and reading comprehension instruction, from Kindergarten to

middle school levels. We will demonstrate and provide guided practice in applying effective instructional strategies to vocabulary, and narrative and expository comprehension before and while students are reading complex text. We will emphasize explicit, systematic instruction in important academic vocabulary and text comprehension strategies.

**Key Learning Objectives:** Participants will be able to define vocabulary and reading comprehension and identify how they relate to other reading skills to lead to successful reading comprehension of narrative and expository academic texts.

Participants will be able to describe multiple evidence-based practices in oral language instruction and reading to teach vocabulary and reading comprehension. Participants will be able to teach formats for explicit vocabulary instruction, narrative and expository reading comprehension.

## **Developing Customized Employment Options (Pt.2)**

Bob Niemiec | #407 | Arizona Ballroom VI

Customized Employment is a method that goes beyond traditional approaches using highly individualized processes to identify opportunities and build or create employment that is highly tailored to the individual but is also clearly valuable to the employer. The foundation for finding jobs that meet a jobseeker's ideal conditions of employment is about knowing the individual and knowing the community. Through Discovery and Career Planning, support staff and members of a jobseeker's employment team really get to know an individual, exploring interests, new environments, new tasks to uncover or discover individual preferences and skills. Concurrently, the jobseeker and support staff explore the community, building connections, and learning about different opportunities, types of work, employers, etc.

Key Learning Objectives: Learn the key components of Customized employment. Learn how Customized Employment differs from traditional job development. Learn how Customized Employment can be implemented.

## **Bringing Employment First to Scale (Pt.2)**

Allison Cohen Hall | #408 | Arizona Ballroom VII

The introduction of Employment First policies can make an important contribution to raising expectations, improving outcomes, and increasing self-sufficiency for individuals with intellectual and developmental disabilities. However, research suggests that while a policy is important to provide a vision for practice and expectations, the existence of the policy by itself does not guarantee that more people with disabilities will become employed. This session will discuss the essential components of high performing cross-agency employment service systems, and highlight the collaborative methods that have allowed each system to bring these components to scale.

**Key Learning Objectives:** Several different data sources that can be used to compare performance among different state systems. The essential elements of high-performing state systems, with an emphasis on collaborative strategies. How states are responding to an evolving federal landscape around employment.

**AIVRS Sessions 4:00-5:15**

## **Strengthening the VR Circle of Resilience: Addressing the challenges of today and tomorrow through innovation and change**

Suzanne Malson, Wayne Dagel, Betty Schoen,  
Melissa Ann Santora, Adam Robson | #409 | Dunes  
A & B

A panel discussion will allow attendees to gain awareness and insight into current AIVRS and State VR agency efforts to navigate the changing landscape with the implementation of the Workforce Innovation and Opportunity Act and the consequences on the AIVRS programs. Panel presenters will share personal leadership styles and proposed future capacity building efforts to work towards achieving common goals. Attendees will have an opportunity to interact with the panel through a question and answer period and share their perspectives on Tribal Nation-building that involves tribal members with disabilities.

Key Learning Objectives: Understanding multiple forms of advocacy for American Indians with disabilities. Increase knowledge of traditional leadership in a cultural and tribal organizational context. Facilitated Panel discussion of current VR

and AIVR best practices and innovative solutions in addressing challenges faced by AIVR programs. Audience Q & A. Summarize and Review full days content to review the day.

**Networking Reception & Raffle Drawing at the Vaquero Ballroom 5:15 - 6:00**

Vaquero Ballroom

**Tuesday, July 25<sup>th</sup>**

**BREAKFAST 7:00 – 8:00**

Vaquero Ballroom

**Assistive Technology Sessions 8:00-9:15**

**The AAC Language lab**

Jane Odom | #500 | Arizona Ballroom I

The AAC Language Lab structure and content will be shown. Participants will learn how to determine the current language level of a client using an AAC device as well as the next language objectives in sequence. Participants will learn the 6 stages of language development to determine how to best implement the device in the classroom or during therapy. They will take a comprehensive tour of the materials on the site developed specifically for therapists and teachers as well as parents. We will explore a variety of books, games, writing templates that can be used with any AAC system. Resources including articles, curriculum and other useful materials will be highlighted.

Key Learning Objectives: Participants will be able to state the six stages of language development.

Participants will be able to identify resources available to determine the current language level of a client. Participants will be able to name three resources that they can use to help their client learn their AAC system.

## **AT and Hidden Disability Considerations**

Virginia Thompson & Kristina Le | #501 | Arizona Ballroom II

Provide insight and practical ideas for working with individuals whose primary disability has been significantly impacted by a secondary hidden disability (e.g., migraines, food/sensory conditions, chronic pain/chronic illness, etc.).

Key Learning Objectives: Identification of secondary hidden disabilities. Understanding impact of hidden disabilities on quality of work and home life.

Understand and identify challenges related to choosing appropriate A.T

## **Accessing More of Life's Conversations: Wireless Accessories for Individuals with Hearing Aids and Cochlear Implants**

Courtney Abel & Sarah Hargest | #502 | Arizona Ballroom VI

This session will review the use of wireless accessories for individuals with hearing aids and cochlear implants. Many individuals with hearing loss have difficulty communicating and understanding in the workplace, schools, and in other daily activities. The appropriate selection of wireless accessories enhances the performance of hearing aids and cochlear implants and improves patient outcomes. Professionals need to be aware of evidence based solutions for improved auditory access for individuals with hearing loss. With the fast rate of technological advancements, there is a need to review current research concerning the benefit of new products and to gain practical knowledge on how to employ these solutions effectively.

Key Learning Objectives: Describe how wireless accessories can be used in educational and vocational settings. Explain the benefit of wireless accessories for hearing over distance and in the presence of noise. Identify the use cases for a variety of wireless accessories to help individuals with hearing loss.

## **Adaptations that Make a Difference**

Sean Kugler, Kristen Harris & Valerie West | #503 | Arizona Ballroom III

Do you have students that struggle to access the curriculum in your class? Come see some of the options we have found for adaptive curriculum. We will also show you some ways to interact with traditional curriculums as well. We will focus on using Unique Learning Systems, STAR, LINKS, Modifying district curriculum, Bookshare, Hands on Math, and use of a textreader.

Key Learning Objectives: Participants will gain knowledge about adapted curriculum for self-contained classrooms. Participants will have a greater understanding about using Assistive Technology to help students interact with curriculum. Participants will leave with knowledge of how to put the items covered into practice.

## **Rethinking the Approach for Access and Mobility (Pt.1)**

Lisa Rotelli | #504 | Arizona Ballroom VIII

This is the first session of a 2-session course that will demonstrate effective strategies for functional seating and mobility. It will demonstrate why some

strategies are ineffective for functional movement and independence. Participants will view client case studies and the show of different strategies for access of their powered mobility, seat functions, communication access, and how to integrate these systems to promote more independence.

Key Learning Objectives: Apply the basic principle of seating for access. Recognize the role of powered mobility in determining access for involved clients.

## **Introducing the DAVES Technology: Not Your Ordinary Truck Conversion!**

David Aitchison & Alyssa Glauber | #505 | Markland Boardroom

In this session a case study will be presented showcasing the Dual Access Vehicle Entry System (DAVES) applied to a 2014 Chevy Silverado truck and the novel solution it presents for independent, safe, fast, and effortless wheelchair user vehicle access from the driver or passenger side of the vehicle, on the fly! The overview of the DAVES technology will include phone/tablet-based control (no key FOBS), patented vehicle headrest function for wheelchair occupant, effortless position

configuration for OEM seat or wheelchair use, health benefits for users, safety features for emergency vehicle exit, and more! Participants will view client case studies and the show of different strategies for access of their powered mobility, seat functions, communication access, and how to integrate these systems to promote more independence.

Key Learning Objectives: Vehicles can be wheelchair accessible from both sides simultaneously. OEM headrests can be utilized by wheelchair occupants.

## **Evidence-based practice Sessions 8:00-9:15**

### **AIVRS Sessions 8:00-9:15**

#### **EBP keynote: Us versus Them - Evidence-Based Practice and the Road Less Traveled**

Susan Wilczynski | #506 | Arizona Ballroom V

There is strife everywhere we turn: The president versus the media (or vice versa), the Democrats versus the Republicans (or vice versa), the rich versus the poor (or vice versa), etc. We currently live in a culture in which we are constantly defining the group in which we are a member and then pitting ourselves against people outside that group.

This strategy limits our capacity to work together to find solutions that optimizes outcomes for everyone. Whether in politics, schools, or communities, everyone loses under this approach. In contrast, evidence-based practice (EBP) is a decision-making model that allows everyone's voice to be heard, so the best possible treatment can be selected for a child in need. This presentation addresses both the need for the EBP decision-making model and the ways it can guide us toward interventions that are effective, feasible, and respectful of children, parents, teachers, and organizational leaders. By working together, we can take the road less traveled — the one that optimizes outcomes for everyone.

## **Assistive Technology Sessions 9:30-10:45**

### **Putting Home Automation to Work for You**

Nathan Pullen | #600 | Arizona Ballroom I

Overview of home automation technology: what is home automation, how much does it cost, how hard is it to set up, and how can it benefit me. Home automation can provide convenience, accessibility, and security. Specific applications and demonstrations will include voice control via Amazon

Alexa, Siri, and Google Home and their applications in controlling lighting, security, HVAC, and entertainment systems.

Key Learning Objectives: Understand the benefits and applications of home automation. Learn basic home automation system design and configuration. Understand system costs to help you make wise purchasing decisions.

## **A Thoughtful Assistive Technology Process**

Christine Flanigan & Alycia Dotseth-Hall | #601 |  
Arizona Ballroom II

This presentation will discuss the assistive technology process in the school setting with primary examples in the secondary setting following the process of consideration, evaluation/assessment, trial, implementation, and periodic review.

Participants will learn about team roles and how educationally relevant assistive technologies can be identified and supported by the various team members. This presentation is considered an introductory level course for those providers who have not yet regularly participated in the assistive technology process or for those new practitioners

who are looking for guidance on a thorough and thoughtful assistive technology process.

**Key Learning Objectives:** The participants will be able to identify five key elements of the assistive technology process. Participants will be able to name three key team members and explain the importance of their roles in the assistive technology process. Participants will be able to communicate the importance of following a thorough assistive technology process.

## **I Can't Read That!**

Janet Fukuda, Mitch Galbraith & Bruce Kennedy |  
#602 | Arizona Ballroom VI

There are students who struggle with reading every day, including those transitioning to higher education. This presentation will take a look at barriers, formats for reading materials and tools that can help your student be more successful and independent. Participants will be introduced to the SETT Framework as a process to help IEP teams consider AT and determine appropriate technology. Join us for an open discussion regarding reading and preparation for transition.

Key Learning Objectives: Participants will grow in knowledge of the barriers to reading. Participants will learn more about formats for reading materials. Participants will be introduced to the SETT framework to determine tools used to overcome barriers to reading.

## **Discover the Power in Your Story with AT and Creative Media**

Brooke Brown | #603 | Arizona Ballroom III

It can sometimes be difficult for those with visible disabilities to accurately showcase their abilities, talents and best personality traits amongst strangers, professionally or in nervous situations. This presentation will offer examples, suggestions and time to brainstorm new ways to combine creative media tools, such as PowerPoint and iMovie with one's preferred AT devices to create personally tailored and extremely powerful stories appropriate for any setting. These could be things like a short video highlighting someone's specific skills for a job interview or a "my favorites" slideshow with recorded narration for a student to share with their classmates, along with many others. Everyone's story is a new opportunity!

Key Learning Objectives: Participants will begin developing creative thinking/brainstorming skills in terms of using AT to make interpersonal connections. Participants will gather knowledge and build confidence in using AT in conjunction with media tools to enhance the demonstration of their personal talents, knowledge, abilities and interests. Participants will gain practice with concisely and creatively describing themselves to others.

## **Rethinking the Approach for Access and Mobility (Pt.2)**

Lisa Rotelli | #604 | Arizona Ballroom VIII

This is the second session of a 2-session course that will demonstrate effective strategies for functional seating and mobility. It will demonstrate why some strategies are ineffective for functional movement and independence. Participants will view client case studies and the show of different strategies for access of their powered mobility, seat functions, communication access, and how to integrate these systems to promote more independence.

Key Learning Objectives: Apply the basic principle of seating for access. Recognize the role of powered mobility in determining access for involved clients.

## **Simple Solutions to Increase Clarity and Comfort**

Michael Perry | #605 | Markland Boardroom

For various types of vision disorders, contrast enhancement and glare control can assist with both inside and outside problems with glare and visual acuity. Attendees will be able to try various types and colors of tinting that can help with migraines, computer use, severe glare problems and other types of visually stimulated disorders. Comfort and clarity can be increased with the correct choice of tinting.

Key Learning Objectives: Methods of increasing clarity using tinting. Helping with migraines and other visually stimulated disorders.

## **Arizona Loans for Assistive Technology**

Robin Romano | #606 | Markland Boardroom

Arizona Loans for Assistive Technology (AzLAT) is a unique loan program for financing assistive

technology needs. It provides low cost financial loans to people with disabilities or others on their behalf who may not be able to find funding thru more traditional sources. Qualified applicants can borrow money in the amounts of \$500 to \$20,000 for technology needs such as computers, home modifications, wheel chairs, hearing aids, vehicle modifications and more. The program is a creative partnership of federal and private resources and a local community development financial institution, MariSol Federal Credit Union. Learn how the program works and how it can benefit your clients.

Key Learning Objectives: Learn benefits of this low cost loan program for people with disabilities. Learn about the partnership between Arizona Technology Access Program and MariSol Federal Credit Union.

### **Evidence-based practice Sessions 9:30-10:45**

### **Promoting Academic Language in the Context of Multi-tiered Systems of Support (Pt.1)**

Douglas Petersen | #607 | Arizona Ballroom V

The majority of students in our public schools do not meet grade-level reading expectations at fourth and eighth grade. Research has indicated that the vast

majority of these students do not have difficulty with decoding. Poor performance on the school-level, district-level, and state-level reading assessments is primarily due to difficulty with reading comprehension. This seminar will highlight the extent to which reading comprehension is inextricably connected to language competence, and will make a strong case for the current, pressing need our public schools have for a greater focus on a multi-tiered system of language support. This hands-on seminar will provide an overview of and offer specific training on an evidence-based multi-tiered system of support for language that has evidence of improving oral receptive and expressive language, reading comprehension, and writing.

**Key Learning Objectives:** Provide a rationale for using narratives in intervention. Deliver narrative intervention in large group, small group, and individual procedures. Explain the core instructional principles of narrative intervention.

## **Self-Employment Essentials (Pt.1)**

Bob Niemiec | #608 | Arizona Ballroom VI

Self-Employment is recognized as a key option in Customized Employment. Contrary to traditional thinking about the Labor Market, a CE approach to self-employment recognizes the individual as the locus of control and information about employment. Self-employment is not something to try after all other options have failed, but should be an option for anyone with proper business and personal support potential. It offers options for personal accommodations, opportunities for family to provide support and guidance, and with work incentives as an avenue for climbing out of poverty while maintaining public health care benefits so crucial to many people with disabilities.

Key Learning Objectives: Learn the process of determining when self-employment makes the most sense for an individual with a disability. Learn the steps that must be taken when embarking on self-employment as an option. Learn what types of funding are available and commonly used to support self-employment.

## **Promising Practices in the Area of Employment for Adults with Autism**

Paige Raetz | #609 | Arizona Ballroom VII

The presentation will review a model that has been developed to support individuals with ASD in employment settings within the community. The presentation will discuss the key components of the model as well as describe how the model has been implemented within the community.

**Key Learning Objectives:** The presentation will aim to ensure that the audience walks away with practical strategies for supporting individuals with ASD in employment settings as well as creating inclusive setting and an understanding of the importance of partnerships within the community, expanding industries that support diversity within employment.

### **AIVRS Sessions 9:30-10:45**

#### **Individualized #1 AIVRS Targeted Technical Assistance**

Lee R. Gaseoma, Suzanne Malson, Wayne Dagele | #610 | Dunes A

#### **Individualized #2 AIVRS Targeted Technical Assistance**

Marc Espino, Darold Joseph, Michelle Wilson | #611 | Dunes B

## **Break & Exhibit hall 10:45 - 11:15**

Vaquero Ballroom

Visit our exhibitors in the Vaquero Ballroom to stay up to date on the latest in disability resources. A schematic of Vaquero Ballroom is available on page 38 for your convenience. The exhibit hall will be open to the public.

## **Assistive Technology Sessions 11:15-12:30**

### **The Importance of Assistive Technology in Successful Postsecondary Transition Planning**

Christopher Trujillo | #700 | Arizona Ballroom I

In this session, participants will gain innovative skills that will assist them in postsecondary transition planning for transition aged students. Participants will understand federal guidelines for transition planning and learn how to conduct transition assessments that will enable them to write comprehensive and attainable transition goals. Course participants will learn how to integrate assistive technology considerations and training into the transition assessment and transition plan using the D.E.C.A. Method, a functional paradigm for transition planning. Participants will be provided

evidence based examples and references to support the practice of integrating assistive technology in postsecondary transition planning.

**Key Learning Objectives:** Participants will understand how to utilize the D.E.C.A. Method to determine transition and assistive technology needs. Participants will understand the components of a comprehensive transition assessment with assistive technology considerations and how to establish attainable transition goals. Participants will understand the evidence supporting the use of assistive technology to improve transitions to the postsecondary setting.

## **Kurzweil 3000: Independence in Learning for Life**

Shaughn Nelson & Jacob Bunch | #701 | Arizona Ballroom II

A comprehensive software that allows the ability to independently access any content, on any device, for students, adults and those with learning differences. K3000 provides a simpler experience for accessing multiple types of content from multiple devices through a greater set of features and parity

across devices. This enables engagement with learning and builds both the skills and confidence to make real academic progress and increase comprehension.

Key Learning Objectives: Reading and comprehension of text. Easier solution for English language learners. Better outcome for writing and submitting material or text.

## **The Internet, Ethics and You**

Laura Plummer | #702 | Arizona Ballroom VI

Have you heard about “The Internets”? It’s this new, fancy option for everything from communication to research to shopping. As a rehabilitation professional, it’s also chock full of pitfalls. The internet has changed the ways we communicate, the ways we provide services and the ways in which we learn. While the internet can magically help you do many things. There is also a dark side. This session will explore the role of ethics for our use of the internet, including social media. It’s more than just not friending your clients, students or consumers... come and learn more!

Key Learning Objectives: Participants will be able to list three ethical principles from the CRC Code of ethics that apply to our use of social media.

Participants will identify three common pitfalls of using the internet as part of their work. Participants will leave with a list of “do’s and don’ts” for the use of the internet and social media within their daily work.

## **Adaptive Possibilities for Patients with Upper Limb Amputation**

Lorin Merkley | #703 | Arizona Ballroom III

The session will cover major amputation levels and the issues impairments that are experienced at each level, current general custom and off-the-shelf prosthetic options, current activity specific devices that could be adapted to non-amputee patients with upper limb deficits, resources for therapists who might be interested in gaining access to these devices.

Key Learning Objectives: Understanding the deficits and impairments that occur at various levels of amputation. Understanding and knowing what

possibilities are available to patients with these disabilities.

## **Augmentative Communication: The Key to Helping Students Show What They Know**

Joni Nygard | #704 | Arizona Ballroom VIII

Communication tools can be the key to support students' learning, both in and outside the classroom. Discussion will include AAC tools and strategies that students with complex communication needs use for successful interactions. Video examples highlighting communication in research-based curricula will also be shared. Together we'll generate ideas and look across low tech to high tech tools adapted for curricula including i-Devices. We'll create successful interactions for students of various abilities and ages. In addition, we'll explore key strategies that listeners can use when supporting students with complex communication needs. Participants will view client case studies and the show of different strategies for access of their powered mobility, seat functions, communication access, and how to integrate these systems to promote more independence.

Key Learning Objectives: Participants will identify 3 strategies that can be used by AAC communicator to engage in classroom conversation. State 4 ways you can help nonverbal students show what they know. List 3 features of iDevice apps to enhance communication in your classroom.

## **Evidence-based practice Sessions 11:15-12:30**

### **What is new at Tobii Dynavox**

John Weber | #706 | Markland Boardroom

All of the latest updates at Tobii Dynavox including the latest hand held device called the Indi. New Snap+Core software. List of hardware/device releases. Eye Gaze/Windows Control New Releases

Key Learning Objectives: To become current with Tobii Dynavox offerings. Awareness of breakthrough technologies.

### **Promoting Academic Language in the Context of Multi-tiered Systems of Support (Pt.2)**

Douglas Petersen | #707 | Arizona Ballroom V

The majority of students in our public schools do not meet grade-level reading expectations at fourth and eighth grade. Research has indicated that the vast

majority of these students do not have difficulty with decoding. Poor performance on school-, district-, and state-level reading assessments is primarily due to difficulty with reading comprehension. This seminar will highlight the extent to which reading comprehension is inextricably connected to language competence, and will make a strong case for the current, pressing need our public schools have for a greater focus on a multi-tiered system of language support. This hands-on seminar will provide an overview of and offer specific training on an evidence-based multi-tiered system of support for language that has evidence of improving oral receptive and expressive language, reading comprehension, and writing.

**Key Learning Objectives:** Provide a rationale for using narratives in intervention. Deliver narrative intervention in large group, small group, and individual procedures. Explain the core instructional principles of narrative intervention.

## **Self-Employment Essentials (Pt.2)**

Bob Niemiec | #708 | Arizona Ballroom VI

Self-Employment is recognized as a key option in Customized Employment. Contrary to traditional thinking about the Labor Market, a CE approach to self-employment recognizes the individual as the locus of control and information about employment. Self-employment is not something to try after all other options have failed, but should be an option for anyone with proper business and personal support potential. It offers options for personal accommodations, opportunities for family to provide support and guidance, and with work incentives as an avenue for climbing out of poverty while maintaining public health care benefits so crucial to many people with disabilities.

Key Learning Objectives: Learn the process of determining when self-employment makes the most sense for an individual with a disability. Learn the steps that must be taken when embarking on self-employment as an option. Learn what types of funding are available and commonly used to support self-employment.

## **Evidence-Based Practice Checklist: Dotting Your I's and Crossing Your T's to Success**

Susan Wilczynski | #709 | Arizona Ballroom VII

Figuring out how to apply the evidence-based practice model is often challenging. The evidence-based practice guide is a checklist that encourages practitioners to consider all relevant sources of evidence as well as client and contextual factors when making treatment selection decisions. It reviews all sources of evidence as well as relevant client variables and contextual factors that will enhance treatment selection. Lastly, it serves as a prompt for collecting and using data to identify if the best treatment has been identified. This presentation reviews the utility of this checklist.

**Key Learning Objectives:** Participants will learn the 6-step process of the evidence-based practice model. Participants will learn when to collect data and how to make decisions based on those data. Participants will be able to identify numerous sources of evidence, client variables, and contextual factors they can use to implement the evidence-based practice model.

**AIVRS Sessions 11:15-12:30**

**Individualized #3 AIVRS Targeted Technical Assistance**

Lee R. Gaseoma, Suzanne Malson, Wayne Dagele |  
#710 | Dunes A

## **Individualized #4 AIVRS Targeted Technical Assistance**

Marc Espino, Darold Joseph, Michelle Wilson | #711  
| Dunes B

## **Lunch & RAFFLE DRAWING 12:30 - 1:30**

Vaquero Ballroom. Must be present in order to win.

## **Assistive Technology Sessions 2:00-3:15**

### **Simple to Complex Mounting Solutions**

Mary Kay Walch | #800 | Arizona Ballroom I

It is essential for a person's physical and psychological well-being to be able to readily and independently access food, drinks, technology and other items in their environment. People need access to their phones, iPads, tablets, cameras, speech devices and trays to make this possible. Positioning and securing these items for access can be a challenge for people with major and even minor mobility limitations. Mounting systems help stabilize and position devices for optimal access on

wheelchairs, tables, beds and floor stands through every stage of a conditions or disease over a lifetime. This session will cover simple to complex mounting solutions to address the access needs of individuals with disabilities and their caregivers.

Key Learning Objectives: List 5 benefits and medical justifications for a movable mounting and positioning system. Identify the functional and psycho-social impact of using a movable mounting system.

## **Residential Home Modifications**

Gail Bouchee & Paul Pearson | #801 | Arizona Ballroom II

This presentation will focus on what to think about when considering a home modification. We will focus on the traditional modifications and some of the less thought about renovations. Having rollout kitchen cabinets or stair lifts for two story homes. We will also cover some of the options that are available for help in Arizona.

Key Learning Objectives: How to make simple home changes.

## **Using AT To Make Literacy Accessible to Students with Intellectual Disabilities**

Jennifer Perry | #802 | Arizona Ballroom VI

Literacy instruction for students with the most significant disabilities can be daunting. Students with intellectual disabilities frequently have other challenges such as complex communication needs and physical disabilities as well. The goal is to provide meaningful instruction and facilitate active participation for our students with emergent reading and writing skills so that we can move them toward conventional literacy. This session will provide an OVERVIEW of reading, writing, and working with words/ phonics. Information will be provided on AT ideas to include students who are nonverbal and have limited motor skills. Information for accessing free professional development in these areas will be provided.

**Key Learning Objectives:** Participants will identify three tools for making reading instruction more accessible for students with ID. Participants will identify ways to make writing accessible and motivating to students with ID. Participants will

know where to access free professional development for literacy instruction.

## **Up and Go: Early Access to Mobility for All Young Children**

Gayle Wiens | #803 | Arizona Ballroom III

Learn how to help a young child with limited or no mobility begin to move themselves. See equipment choices available to help them succeed and videos of children as they are learning. There are options for children without head control, children with paralysis, children with multiple challenges, children with vision impairment, and more. Thanks to the Christopher and Dana Reeves Foundation, the Up and Go grant project is adding more than \$50,000 of pediatric mobility equipment for early intervention at four centers in Arizona so young children, their families, and their service providers have access to a variety of mobility equipment that can be checked out to families for a one month at no cost.

**Key Learning Objectives:** Participants can list mobility options for all young children with limited mobility. Participants can name two reasons why early mobility is so important. Participants will be

able to see what it looks like when a child with severe challenges is learning to use equipment. Participants will learn how to access trial equipment for early intervention in Arizona.

## **On Time, On Task, and Organized: Using Technology to Build Executive Function Skills**

Shelley Haven | #804 | Arizona Ballroom VIII

Many bright students struggle academically because of weak executive functions – the mental processes used to get started, stay focused, organize, plan, manage time, recall information, multitask, and self-regulate. Lacking such productivity skills, students may be mischaracterized as lazy, unmotivated, or not working to potential. This session will show how technology, when coupled with sound strategies, can improve a student’s ability to manage time and tasks, regulate attention, organize materials and information, access prior learning, and be productive.

**Key Learning Objectives:** Identify key strategies to address challenges in each of several executive skill areas. List examples of technology tools that can support or enhance these key strategies. Explain

why technology to support executive functioning is most effective when coupled with skill-building strategies.

## **Integrating Assistive Technology for Successful Curriculum Access**

Denise Fisher | #805 | Markland Boardroom

The focus of this presentation will be critical aspects for integrating assistive technology into the curriculum for school aged students. Success will be presented as a process to remove barriers, including a description of the valuable role of each discipline. Ideas will include effective data collection, the initial assessment process, ensuring accountability, and evaluation of effective implementation. A description of AT needs for each age group will be presented, with a focus on specific intervention for secondary students. AT laws, definitions, national trends and research will be referenced including exploring the SETT framework. Specific strategies, modalities, and use of apps and accessibility features will be included.

Key Learning Objectives: Articulate an understanding of the AT process in the educational

system, including specific roles of pertinent team members. Understand relevant laws, definitions and strategies for successful inclusion of disabled students into the curriculum. Describe three instances of success with curriculum access using low/high tech modalities as directed by a coordinated AT team.

## **Evidence-based practice Sessions 1:30-3:15**

### **Assessment of Language and Reading Comprehension in Multi-tiered Systems of Support (Pt.1)**

Douglas Petersen | #806 | Arizona Ballroom V

Over 80% of students in the US who are culturally and linguistically diverse read below grade level, and a high percentage of students who are monolingual, English speakers likewise struggle with reading. This “reading” difficulty is often the result of language comprehension factors, and our public schools’ nearly singular focus on decoding-related skills has done little to change this. This seminar will make a strong case for the current, pressing need our public schools have for a greater focus on oral language progress monitoring in a multi-tiered system of

language support. This hands-on seminar will provide an overview of and offer specific training on valid and reliable language and reading comprehension universal screening and progress monitoring tools that are scalable to meet the needs of individual educators and entire school districts.

Key Learning Objectives: Explain why narrative assessment is suitable for progress monitoring. Administer and score different subtests of the CUBED. Describe how the CUBED can be integrated into a multi-tiered system of support for language.

## **Resource Mapping - Discovering Community Connections (Pt.1)**

Bob Niemiec | #807 | Arizona Ballroom VI

The key to helping people with disabilities work and live in their communities is understanding the abundant resources that exist there.

Discovering the resources of a particular community is a matter of knowing people, associations, institutions, civic resources and businesses. We must recognize how we are connected with them, both personally and through our organizations. Gaining this knowledge will direct employment specialists to

potential employment situations that make sense for the job seekers with disabilities they represent. It can also help those who assist people in their non-work lives to become more active participants in their communities.

**Key Learning Objectives:** Learn the 5 most common areas of community resources. Learn how people are connected to those resources, both personally and professionally. Learn how to construct and use a “Resource Map” to assist people in connecting to their communities.

## **Diversity and Evidence-Based Practice**

Susan Wilczynski | #808 | Arizona Ballroom VII

Evidence-based practice is a model for using professional judgment to integrate the best available evidence with client and contextual factors in treatment selection. The quality of evidence may be limited for members of some cultural groups.

Evidence-based practitioners will need to be familiar not only with the literature regarding treatment effectiveness but also with the limitations of the research for the specific cultural group(s) the client represents. They can then consider all relevant client

and contextual factors, including those related to diversity. This presentation describes how to incorporate diversity into the evidence-based practice approach to treatment selection.

Key Learning Objectives: Participants will be able to identify why cultural membership should be considered when examining available evidence. Participants will be able to identify client variables that relate to treatment selection and diversity.

### **AIVRS Sessions 1:30-3:15**

#### **Individualized #5 AIVRS Targeted Technical Assistance**

Lee R. Gaseoma, Suzanne Malson, Michelle Wilson | #809 | Dunes A

#### **Individualized #6 AIVRS Targeted Technical Assistance**

Marc Espino, Darold Joseph, Wayne Dagele | #810 | Dunes B

### **GRAND PRIZE DRAWINGS 3:30-4:45**

Vaquero Ballroom. Must be present in order to win.

### **Assistive Technology Sessions 3:30-4:45**

## **Closing session: bionic badass**

Jami Marseilles | #900 | Vaquero Ballroom

Gain a voice and control of one's health with confidence and strength. Importance of exercise and healthy living to support the assisted devices one must use to maintain a full life. Belief of unity with others, especially people from different backgrounds. How I personally have benefitted from assistive technology for the past 30 years.

## **Evidence-based practice Sessions 3:30-4:45**

### **Assessment of Language and Reading Comprehension in Multi-tiered Systems of Support (Pt.2)**

Douglas Petersen | #901 | Arizona Ballroom V

Over 80% of students in the US who are culturally and linguistically diverse read below grade level, and a high percentage of students who are monolingual, English speakers likewise struggle with reading. This "reading" difficulty is often the result of language comprehension factors, and our public schools' nearly singular focus on decoding-related skills has done little to change this. This seminar will make a strong case for the

current pressing need our public schools have for a greater focus on oral language progress monitoring in a multi-tiered system of language support. This hands-on seminar will provide an overview of and offer specific training on valid and reliable language and reading comprehension universal screening and progress monitoring tools that are scalable to meet the needs of individual educators and entire school districts.

Key Learning Objectives: Explain why narrative assessment is suitable for progress monitoring. Administer and score different subtests of the CUBED. Describe how the CUBED can be integrated into a multi-tiered system of support for language.

## **Resource Mapping - Discovering Community Connections (Pt.2)**

Bob Niemiec | #902 | Arizona Ballroom VI

The key to helping people with disabilities work and live in their communities is understanding the abundant resources that exist there.

Discovering the resources of a particular community is a matter of knowing people, associations, institutions, civic resources and businesses. We must

recognize how we are connected with them, both personally and through our organizations. Gaining this knowledge will direct employment specialists to potential employment situations that make sense for the job seekers with disabilities they represent. It can also help those who assist people in their non-work lives to become more active participants in their communities.

**Key Learning Objectives:** Learn the 5 most common areas of community resources. Learn how people are connected to those resources, both personally and professionally. Learn how to construct and use a “Resource Map” to assist people in connecting to their communities.

## **Changing Landscapes of Employment Supports and Services**

Susan Voirol, Janet Holt, Michael Leyva, Kristen Griffiths, & Young | #903 | Arizona Ballroom VII

Nationally, integrated employment has emerged as a public policy priority demonstrated by new rule making and regulations from the Centers for Medicare and Medicaid (CMS), the Department of Labor and the Workforce Innovation and

Opportunity Act (WIOA). The Employment First and Community Engagement Focus, affects educational and state agency practices that in turn impact students and adults with disabilities, including those with the most significant disabilities, and their families. This session will provide an overview of the national scene, integrating researched predictors and practices that all audience members can execute, to better enable proactive assurance that changes are being considered and implemented.

Key Learning Objectives: Participants will learn the National Initiatives around employment for people with disabilities. Participants will learn the changes, around employment, occurring on a National and State level that will affect the current practice of employment services provided people with disabilities. Participants will learn ways they can be proactive in collaborating with state and other agencies to engage and/or create employment related activities for people with disabilities.

**AIVRS Sessions 3:30-4:45**

**Individualized #7 AIVRS Targeted Technical Assistance**

Lee R. Gaseoma, Suzanne Malson, Michelle Wilson |  
#904 | Dunes A

**Individualized #8 AIVRS Targeted Technical Assistance**

Marc Espino, Darold Joseph, Wayne Dagel | #905 |  
Dunes B

**AIVRS Sessions 4:30-4:45**

**AIVRTTAC Staff & Consultants Debriefing of Targeted TA Meetings**

Marc Espino, Darold Joseph, Wayne Dagel, Lee R. Gaseoma, Suzanne Malson, Michelle Wilson | #906 |  
Dunes B

## **Presenters**

### **Courtney Abel**

Audiologist, Clinical Trainer, Phonak

Courtney Abel is an Audiologist and Clinical Trainer with Phonak hearing systems. She started with Phonak in January 2013 and is currently based in Cincinnati, OH. Dr. Abel received her BA in Speech and Hearing Science from The Ohio State University in 2007, followed by her Doctorate of Audiology degree in 2011. Her clinical experience includes providing hearing and balance evaluations, electrophysiologic investigations, and cochlear implant evaluations and programming within a hospital setting. She also has experience with hearing aid evaluations and fittings from newborns through the elderly population.

### **David Aitchison**

Owner, Dignified Motors

David Aitchison has an Arizona State University BS in Mechanical Engineering and has operated an engineering consulting firm in the valley since 1993. He has research developed, patented and commercialized products in the automotive, heavy

equipment, medical, aerospace, electronics, renewable energy and consumer goods industry, including CMOS-based digital camera technology for Intel, first application of an engineered polymer inside an internal combustion engine for Ryobi, roof-top photo-voltaic array for First Solar, and office products automation for Pendaflex brand owner, Esselte. In addition, David owns and operates Dignified Motors, LLC in Phoenix, AZ providing custom and unique solutions for adaptive driving and vehicle access

## **Mike Albert**

Assistive Technology Specialist, Peoria Unified School District

I have been married for 18 years, and we have 3 children and 3 dogs. I am originally from Ohio, but have been in AZ for 30 years. I graduated from Grand Canyon University with a Bachelors degree in Psychology and received my Masters of Science degree in Occupational Therapy from The Arizona School of Health Sciences (now AT Still University). I started working in PUSD 16 years ago as an Occupational Therapist, and have been working in the area of assistive technology for the past 9 years.

I currently serve on the PUSD Assistive Technology Team full time. I am passionate about incorporating technology into the classroom to help struggling students succeed in ways they never have before.

## **Tracey Antista**

K-6th Reading and Writing Special Education Teacher, Flowing Wells Unified School District

Have you ever thought that the thing you hated the most, would end up being your passion? The vision was developed through helping children connect to learning in new ways. So what is the point of this undertaking? Tracey has a passion for helping others and problem solving and wants to share with others her stories. Tracey has been a workshop leader for her district, AZCEC, AZTAP's Conference, 1st Annual Arizona Special Education Teacher Conference, CUE National Conference multiple times and key note speaker for the national ASHA conference. She was nominated for ED Tech Leader of the year, and was awarded The Samuel Kirk Special Education Teacher of the year in 2015 by AzCEC.

## **Mark Botterbusch**

## Director of Employment Services, Gompers

Mark Botterbusch is the Director of Employment Services for Gompers. Mark brings a diverse skill set and has been in the field of human services since age 16, working with children and adults in domestic abuse, mental health, at risk youth and residential living. He has been successful in implementing many changes to improve the overall business of the programs he manages. Mark also strives to improve systems and has been instrumental in streamlining processes and instituting technology into programs to improve efficiency and fiscal responsibility.

Energetic and goal-driven, Mark brings a high level of integrity and strives to provide the best product possible. He is committed to educating customers so they can make an informed decision based on their needs. He has a strong belief in the dignity of risk and allowing others to attempt things in life, whether they succeed or not, instead of telling them they simply can't do something.

## **Gail Bouchee**

Home Access Program Coordinator, DIRECT Center for Independence

Gail has worked for DIRECT Center of Independence for the past 26 years. And she has a BS from University of Arizona in Interior Design. She is also trained to do site assessment for the ADA and Fair Housing.

### **Brooke Brown**

Founder and Story Editor, Brooke's Butterfly Touch: Creative Storytelling Services

Brooke Brown is AAC/AT user and advocate. As an honors graduate of the Walter Cronkite School of Journalism and Mass Communication at ASU and a recipient of the Walter Cronkite Outstanding Undergraduate Award, storytelling runs in Brooke's blood. She's the author of *The Little*

*Butterfly Girl*, a writer for *Autumn Magazine* and is currently an actress and writer in the Theatre 360 acting troupe. Her professional work includes presenting on topics of self advocacy and community involvement using AT/AAC at various events and teaching personal storytelling workshops.

### **Nathan Buckles**

## Special Needs Planner, SilverTree Special Needs Planning

Nathan Buckles with SilverTree Special Needs Planning is a father to three beautiful children. A little over 4 years ago he and his wife adopted their youngest son who had been exposed to drugs in utero. With his years of experience in estate planning, financial planning, coordination of government benefits, and lifestyle planning, he has helped hundreds of families create comprehensive life-long plans for their loved ones living with special needs. Nathan educates and advocates for families in numerous states throughout the country. Because SilverTree recently played an instrumental role in the passage of the new ABLE Act legislation in Arizona, Nathan has held numerous educational workshops with vital information about the ABLE Act

### **Jacob Bunch**

Program Coordinator Sr, DRC Alternative Format, Arizona State University

Jacob Bunch serves as Sr. Program Coordinator for Alternative Format Services of the Arizona State University Disability Resource Center, guiding

accessible textbook production for students of ASU. In connection with his position, Jacob serves as principal assistive technology specialist for ASU students. Himself a veteran end-user of Kurzweil as a result of physical and learning disabilities, Jacob has been utilizing Kurzweil since middle school. With supports provided by Kurzweil, Jacob has to his credit 4 completed degrees. Jacob is still continuing education, currently completing two additional masters degrees – M.Ed’s in Special Education as well as Post-Secondary Education Administration. Relevant to his position at ASU, Jacob completed graduate level training in disability studies, as well as the Graduate Certificate in Assistive Technology offered by Northern Arizona University – Institute for Human Development. Jacob has been featured in two disability studies conferences, the first in September of 2010, presenting at the 5th Bi-Annual International Disability Studies Conference hosted by Lancaster University, UK. In April 2013, Jacob was featured as special topic presenter at the 29th Annual Pacific Rim Conference on Disability and Diversity hosted by the University of Hawaii, where in his presentation, he argued that through the

proper and strategic convergence of principles and practice among Universal Design for Learning and Web Content Accessibility the effects of inaccessibility in distance education have potential to be notably reduced. This is Jacob's first time to appear at the AzTAP conference and he considers it an honor and privilege to present alongside Shaughn Nelson to promote how it has positively impacted his educational experience and attainment as someone affected by physical and learning disabilities.

## **Mo Buti**

Owner/Advocate, AiepA: Advocate and Instructional Expert for People with Autism

With over 26 years of experience, Mo is a practiced professional in the field of special education providing services and support to those with disabilities and their families. She served as Director of Program Development for Neumann Family Services. Prior to Neumann, she directed autism programs and services for over 6,000 students as Manager of Autism and Intellectual Disabilities at Chicago Public Schools. Mo's additional experience also includes special education teacher, autism itinerant and special education administrator. Mo

Buti possesses a M.Ed-BD, M.Ed-ADMIN, QIDP certification, Director of Special Education degree/certificate from Illinois and her Type 75 Administrator certification. Mo is a dynamic, international speaker.

## **Mai Ling Chan**

CEO, YappGuru

Mai Ling received her Master of Science in Communication Disorders from Arizona State University and is a Speech-Language Pathologist in the State of Arizona. In addition to her role as CEO and co-founder of YappGuru.com, she is an author of Exceptional M.O.B.I.L.E, a certification course providing qualitative steps for students and their iPad tech team to achieve confidence and competence. She shares knowledge from over 10 years working with children in schools, clinics, and home therapy, in addition to extensive experience with adults and geriatrics in acute, sub-acute, rehabilitation, assisted/independent living and memory care communities.

## **Renee Clark**

Western Regional Manager, BAUM USA

Renee Clark has been professionally involved in the field of assistive technology for people who are visually impaired or blind for the past 30 years, with a strong commitment to matching the best tool to the individual to maximize educational or employment success.

### **Briggs Cunningham**

Owner, Arizona Low Vision

Briggs Cunningham has been working with the visually impaired community for over 10 years in the field of technology.

### **Wayne Dagel, M.S, CRC, LCPCPIT**

Content Expert Consultants, AIVRTTAC

Wayne Dagel, first generation descendant of the Blackfeet Tribe, has over 20 years of experience in the VR world. Wayne kicked off his VR career as a client in 1996 after he was involved in a motor vehicle accident that resulted in a spinal cord injury. He worked for the State of Montana for 8-years providing services to the Northern Cheyenne and Crow Reservations. While working for the State, Wayne had the opportunity to develop and provide training to the entire staff of State VR counselors on

culturally appropriate services for American Indian clients. Wayne had the opportunity to work as the program director for Northern Cheyenne TVR program. He has experience developing a Community Rehabilitation Provider program from the infrastructure to the implementation of services as an employment specialist assisting individuals with disabilities in obtaining community employment. Wayne has experience managing a community employment program funded under WIA. He has been a technical assistant consultant and trainer for AIVRS programs since 2011. Currently, Wayne is working as a therapist and completing his hours for licensing as a LCPC.

### **Alycia Dotseth-Hall**

Occupational Therapist, Glendale Union High School District

Alycia Dotseth-Hall is an occupational therapist specializing in the school systems. She has worked the last six years in the high school setting with a variety of assistive technologies and teams. While understanding that there are often many pragmatic challenges during the AT process, she works to use evidence-based practice and continuous learning to

navigate these challenges and improve student success.

## **Dave Edyburn**

Professor and Associate Dean for Research,  
University of Central Florida

Dave L. Edyburn, Ph.D., is a Professor and Associate Dean for Research at the University of Central Florida. Dr. Edyburn's research and teaching interests focus on the use of technology to enhance teaching, learning, and performance. He has authored over 175 articles and book chapters on the use of technology in special education. His work represents a variety of contributions to theory, research, and practice. Professionally, he has held national offices in the American Education Research Association, the Council for Exceptional Children, and the International Society of Technology in Education. He is a frequent national workshop presenter.

## **Marc Espino LPCC**

VR Training & TA Specialist, AIVRTTAC

Marc Espino is a member of the Tohono O'odham Nation. Born in Tucson and raised in Yuma AZ he is

true Native Arizonan. Marc obtained his Bachelor's Degree in Psychology at the University of Arizona, Masters of Counseling Degree from the University of Phoenix and participated in the Post-Employment Training American Indian Rehabilitation (PET-AIR) graduate certificate program at San Diego State University, Interwork Institute. Marc is a Licensed Professional Clinical Counselor in California and Arizona. He has provided psychotherapy services to several tribes, tribal organizations, private, non-profit and State agencies prior to working with American Indians with disabilities. Marc is former AIVR Program Director and currently sits on the CA State Rehabilitation Council.

### **Elizabeth Evans**

Technology Consultant, Viewfinder Low Vision Resource Center

Elizabeth Evans is a licensed optician. She has worked exclusively in low vision for the past 11 years and is currently the Manager of outside sales for video magnification with Viewfinder Low Vision Resource Center, which offers the largest selection of low vision products in the Southwest.

## **Denise Fisher**

Occupational Therapist, Horizons Therapy Services

I am an Occupational Therapist, licensed to work in both AZ and MI. I have a Master's degree in Allied Health Education. I have over thirty years of experience as a clinician, working primarily in the educational system. I have also worked in both inpatient and outpatient rehabilitation services. I served as an Assistive Technology Coordinator for fifteen years in the MI public schools. I have extensive experience with inservice trainings for parents, students and staff. I have been a guest lecturer at the University level. I am currently working in the AZ public schools. I also provide consultation and trainings in the area of Assistive Technology.

## **Linda Fischer**

Staff Advocate, Arizona Center for Disability Law

Linda Fischer has been an advocate at the Arizona Center for Disability Law for 23 years. Linda works in the Client Assistance Program (CAP), where she assists applicants and clients who have a problem or a disagreement with the Arizona Rehabilitation

Services Administration's Vocational Rehabilitation or Independent Living Rehabilitation Services programs. She also works in the Protection and Advocacy for Beneficiaries of Social Security program (PABSS) and assists individuals who receive SSI or SSDI who are experiencing a barrier to reaching their employment goal. Prior to working at the Center, Linda worked at the Medicare Advocacy Project in St. Paul, MN and at Western Wisconsin Legal Services.

### **Christine Flanigan**

Assistive Technology Specialist, Glendale Union High School District

Christine Flanigan is a certified special education teacher with over 20 years of experience in working with students with disabilities in the elementary, middle, and high school setting. For the past six years, she has been an Assistive Technology Specialist in a public high school district. Her focus is on making data driven decisions to avoid assistive technology abandonment by students and staff. Mrs. Flanigan's formal training includes a BS in Psychology and Human Development, MA in Special Education, Graduate Certificate in Transition

Services, and a Graduate Certificate in Assistive Technology.

### **Janet Fukuda**

AT Specialist, Arizona Department of Education

Janet Fukuda began her work in Assistive Technology (AT) in a K-8 public school district, supporting students with moderate to severe disabilities. She went on to become an AT specialist for the district; where she worked with many different types of AT, from low to high tech. Prior to joining the Arizona Department of Education's Assistive Technology Team in the fall of 2016, Janet ran the AT program for a community college. This experience has given her a unique perspective, showing her how barriers for students with disabilities could be removed or minimized; and how students could achieve greater success through the use of the AT from kindergarten to college. Janet holds a Master's degree in Special Education.

### **Mitch Galbraith**

AT Specialist, Arizona Department of Education

Mitch Galbraith is an occupational therapist. He earned his undergraduate degree in Human Biology

and his M.S. in Occupational Therapy. Prior to joining the Arizona Department of Education as an Assistive Technology Specialist, he worked in the public schools as an OT for 17 years, with several years as an assistive technology consultant as well. He has also worked in other settings such as pediatric home health and an outpatient pediatric clinic. He has worked with students with both low- and high-incidence disabilities in all kinds of educational settings. Mitch has always had a keen interest in assistive technology and has seen the many positive outcomes of its use both in school and at home for children with disabilities.

### **Lee R. Gaseoma**

Hopi Tribal Member, AIVRTTAC Project Director,  
Ed.D - Educational Leadership

Dr. Lee Gaseoma, a member of the Hopi Tribe, received his doctorate degree in Educational Leadership. Lee is the project director for the American Indian VR Training & TA Center at Northern Arizona University – Institute for Human Development. Lee has over 20-years working with the American Indian Vocational Rehabilitation Services programs in different capacities, he

understands the challenges that are encountered by tribal members with disabilities as they prepare for gainful employment and strive toward self-sufficiency, and full inclusion in their respective communities. Lee understands the need for the development of effective partnership with key stakeholders to improve employment opportunities and to establish a platform that will include the voices of tribal members with disabilities and their families in the development of a tribal workforce toward Tribal Nation-building.

### **Alyssa Glauber**

Office Manager, Drivable Solutions

Alyssa Glauber is the Office Manager at DriveAble Solutions. She has been with DriveAble Solutions since 2012, and is a graduate of Arizona State University with a Bachelor's in Kinesiology and in Economics. On her free time, she enjoys spending time with her dogs, Toto and Oscar.

### **Annette Gotfried**

AAC Unit Manager/Speech-Language Pathologist,  
DES/DDD-AAC Unit

Annette Gotfried, M.A., CCC/SLP works for Arizona's Division of Developmental Disabilities as their AAC Unit Manager and the Manager of Speech-Language Pathology Services. Annette has a long history with AAC, beginning while working on AAC grants at Louisiana State University when in graduate school. She then started the Augmentative Communication Program at All Children's Hospital in St. Petersburg, Florida. While there she also became the AAC liaison between public schools and the hospital. When Annette and her family moved to Arizona she became an Assistive Technology Specialist for Gilbert Public Schools. Now with DDD, Annette has assisted with the development and streamlining of the AAC Unit.

### **Alexandra Greenwood**

Supervisor and Augmentative Alternative Communication Unit, DES/DDD-AAC Unit

Alexandra Greenwood is a supervisor for the Augmentative Alternative Communication Unit within the Department of Economic Security for the State of Arizona. She was born and raised in Arizona and obtained her Bachelor's Degree in English and history from Arizona State University, and her

Master's Degree in Education from Grand Canyon University. When she is not assisting with supplying speech generating devices to those with disabilities, she is spending time with her four children.

## **Clayton Guffey**

Assistive Technology Specialist, Senior, AzTAP

Clayton is AzTAP's Senior Assistive Technology Specialist. He has extensive experience working with individuals with disabilities to evaluate, determine and obtain assistive technology of all forms that can assist them in improving their capabilities and independence. He joined AzTAP in 2007. Prior to coming to AzTAP, Clayton worked for 10 years as a Rehabilitation Counselor with the Rehabilitation Services Administration (RSA). Clayton obtained his undergraduate degree in Sociology from NAU in 1994 and a Master of Social Work Degree from ASU in the fall of 2002. He has certifications as a Certified Rehabilitation Counselor (CRCC), an Assistive Technology Practitioner (ATP) and a Certified Environmental Accessibility Consultant (CEAC).

## **Daniel Gulchak, Ph.D.**

VP Research & Education, KOI Education

Dr. Gulchak's passion is sharing the good news about bad behavior to build the capacity of educators to empower students to succeed. He specializes in school-wide systems change including Positive Behavior Interventions and Support, classroom and behavior management strategies, and leveraging technology to improve student behavior and academic achievement. He has degrees from three universities, has authored research papers and textbooks on PBIS, and regularly presents to audiences around the world.

### **John Gutierrez**

Client Assistance Program Senior Staff Advocate,  
Arizona Center for Disability Law

John has been a staff member of the Arizona Center for Disability Law for approximately 28 years. John has been the Coordinator of the Client Assistance Program for 22 years. John is also a member of the Statewide Rehabilitation Council (SRC). Besides assisting clients to receive services through Vocational Rehabilitation, John provides numerous

trainings throughout the state on disability issues and is an active leader in disability rights.

### **Julie Hardy**

Behavior Analyst, Behavioral Consultation Services

Julie Hardy is a Board Certified Associate Behavior Analyst with a Master's Degree in Early Childhood Education, and has more than 15 years of experience in the field of Applied Behavior Analysis and Positive Behavior Interventions and Supports. Her primary focus has been in teaching language and social skills to children with developmental delays, and reducing behaviors that interfere with learning. She has worked in homes and in school districts across the state of Arizona, training staff and caregivers in positive behavior interventions.

### **Sarah Hargest**

Speech Language Pathologist, Cochlear Implant Consumer Specialist, Advanced Bionics

Sarah Hargest has worked with the support and outreach network of Advanced Bionics since 2012. As a Principal Cochlear Implant Consumer Specialist in the West Region, Sarah supports cochlear implant candidates and AB recipients at every stage of their

personal hearing journey. Sarah completed her undergraduate degree at the Pennsylvania State University and her graduate degree at Arizona State University with an emphasis in Bilingual (Spanish-English) Speech-Language Pathology. Prior to joining Advanced Bionics, Sarah worked with children with hearing loss as a speech-language pathologist. She has a passion for educating families, adults, and professionals about what is possible with today's cochlear implant technology.

### **Kristen Harris**

Teacher, Flagstaff Unified School District

Sarah Hargest has worked with the support and outreach network of Advanced Bionics since 2012. As a Principal Cochlear Implant Consumer Specialist in the West Region, Sarah supports cochlear implant candidates and AB recipients at every stage of their personal hearing journey. Sarah completed her undergraduate degree at the Pennsylvania State University and her graduate degree at Arizona State University with an emphasis in Bilingual (Spanish-English) Speech-Language Pathology. Prior to joining Advanced Bionics, Sarah worked with children with hearing loss as a speech-language

pathologist. She has a passion for educating families, adults, and professionals about what is possible with today's cochlear implant technology.

### **Allison Cohen Hall**

Senior Research Associate, Institute for Community Inclusion

Kristen received her dual certificate in teaching at Northern Arizona University and has been working for FUSD for 2 years. She currently is working as the Cross-Cat teacher in the Lifeskills Program at Flagstaff High School. Kristen is also a member of the FUSD Assistive Technology Team and is the Head of Delegation for Special Olympics at Flagstaff High School. Kristen has been married for 12 years and her daughter Celeste was her inspiration to become a Special Education teacher.

### **Shelley Haven**

Assistive Technology Consultant, Technology to Unlock Potential

Shelley Haven, ATP, RET, has worked the past 30 years helping individuals with physical, sensory, cognitive, and learning challenges to unlock their potential with technology. She has an engineering

degree and is RESNA-certified as both an Assistive Technology Professional and a Rehabilitation Engineering Technologist. Shelley currently works as an independent assistive technology consultant serving families, educators, and schools (both in person and online) with a focus on learning differences, ADHD, and executive functioning. She previously directed AT resources and services for Stanford University's Office of Accessible Education and helped establish the Schwab Learning Center at Stanford for students with learning differences and ADHD.

## **Janet Holt**

Special Education Director, Cave Creek School District

Janet Holt is Director of Special Education Services for the Cave Creek Unified School District. Janet has been a presenter on a variety of topics at state and local conferences to include inclusive practices, assistive technology for access to the curriculum, paraprofessional training, transition services/vocational training, budget planning for special education administrators and monitoring/compliance. Janet is committed to

preparing students for opportunities after graduation and considers this a strong indicator of quality programming for students. Janet has served on the executive board of Special Education Administrators of AZ (SEAA) and Council of Administrators of Special Education (CASE), a division of CEC.

### **Jon Howe**

Director, ADA/504 Coordinator, Pima Community College

Jon Howe is currently the Director of Access and Disability Services at Pima Community College in Tucson, AZ and has worked in various capacities in the field of disability services for approximately 20 years. He has been a teacher for students with visual impairments and an orientation and mobility specialist in K-12 public schools, a program coordinator for access technologies at the college level, and worked in private community agencies that serve individuals with visual impairments in both New York and Arizona. Jon has a PhD in special education, with a minor in higher education.

### **Darold H. Joseph, M.Ed.**

VR Training & TA Specialist, AIVRTTAC

Darold is an enrolled member of the Hopi Tribe, and he has over fifteen years' experience serving individuals with disabilities. Darold obtained his M.Ed. from Northern Arizona University and is currently completing his Ph.D. dissertation at the University of Arizona in the field of Disability Studies. Darold has served in his community and in other American Indian Nations and urban communities as an educator in the field of disability. As a team member of the AVRTTAC, Darold provides his expertise in providing training and technical assistance to the AIVRS programs throughout the United States.

### **Steve Keisman**

VP Education, Transition and Neurodiverse  
Employment Specialist, Identifor

Steve brings a unique, granular perspective focusing most of his 33-year career with the NYC Department of Education helping students with disabilities transition from school to careers and college.

Credited for creating and providing expertise to best practice programs as well as partnerships and school restructure initiatives, he has masters' degrees in SPED and Education Administration. Steve is the VP

of Education for Identifor, the world's first career assessment tool that uses computer games to develop relevant career plans for individuals with intellectual disabilities and AI-based 24/7 Companion to help support them with a wide-range of life management needs. Steve consults internationally on topics related to neurodiverse employment.

### **Jason Keller**

Account Manager, CaptionCall

Jason Keller is the Account Manager with CaptionCall.

### **Bruce Kennedy**

Assistive Technology Specialist, Department of Education

Bruce Kennedy has worked with people with disabilities for over 35 years, in the classroom, in the community, developing residential programs and employment opportunities while advocating for individual rights and inclusive policies. He has worked in public education, the Division of Developmental Disabilities and the Rehabilitation Services Administration. Bruce joined the Arizona Department of Education – Assistive Technology

Team in July 2007. He has completed degrees in Special Education, Psychology, and Public Administration from Arizona State and Northern Arizona Universities and completed post graduate certification in Counseling & Rehabilitation at the University of Arizona.

## **Sean Kugler**

Assistive Technology Specialist, Flagstaff Unified School District

Sean has been married for over 20 years to his gorgeous wife, Gina. He is very proud of his two children. Sean started working in AT in 2000 while working as an IT Specialist for Rehabilitation Services. He has a Masters in Special Education along with two certificates in Assistive Technology (CSUN 2001 and NAU 2010). Sean worked for FUSD#1 from 2005 until June 2017. He also started teaching for the College of Education at NAU as an Adjunct Instructor in the Fall of 2016. In June 2017, Sean started a new venture as the Accessibility Analyst for NAU. Sean enjoys public speaking about disability issues and sharing his own journey as a member of the disability community.

## **Kristina Le**

AT Arizona Training Coordinator, ACBVI, Inc.

I obtained my Bachelor of Science Degree with a double major in Human Resource Management and Management from Columbia College. I also earned an MBA in Sustainable Management. I have worked as the Assistive Technology Training Coordinator for over a year at ACBVI. During this time I have also had training in Assistive Technology Assessments. Prior to my current role I worked for over 5 years as a Jr. High Math teacher focusing on assisting struggling students to achieve grade level math skills. Additionally, I worked for almost 6 years as a Home Coordinator overseeing group homes for adults with disabilities.

## **Jeremy Legaspi**

Speech Language Pathologist, PRC

Jeremy earned his Bachelor's Degree in Speech and Hearing Science at Arizona State University in 2003. He completed his Master's Degree in Clinical Speech-Language Pathology at Northern Arizona University in 2005, and his Graduate Certificate in Assistive Technology in 2013. Prior to joining PRC in

November of 2014, Jeremy was assistant director at FDH in Gilbert, AZ. Jeremy holds the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA), a state license in Speech-Language Pathology from the State of Arizona, is a member of the Arizona Speech-Language-Hearing Association (ArSHA), and is a member of ASHA's Special Interest Division 12 (AAC Division).

## **Sue LeHew**

Assistive Technology Specialist, DES/Rehabilitation Services

Sue LeHew is the Assistive Technology Coordinator for Rehabilitation Services Administration. Her education includes a BA from Brooklyn College and MS from Long Island University with a specialty in severe profound disabilities. Sue's experience includes working with individuals having Developmental Disabilities in New York and Arizona and working with AT (Assistive Technology) for Vocational Rehabilitation and Independent Living with persons having a wide variety of disabilities since 1995. Sue holds certificates from CSUN

(ATACP) and the Assistive Technology Graduate Certificate from NAU.

## **Martha Lewis**

AzLAT Program Specialist, AzTAP

Martha Lewis is the program specialist for AzTAP's alternative financing program: Arizona Loan\$ for Assistive Technology (AzLAT). Martha has worked for AzTAP since 2001 and during that time, she has focused on increasing her knowledge of NAU's administrative office practices, customer service, assistive technology equipment and services. In her role with AzLAT, she is the initial contact for persons interested in applying for a financial loan to buy assistive technology and she will guide the applicant throughout the process. Martha also serves as a member of the Rehabilitation Services Administration's Self Employment Review Committee which grants funds to VR Clients who are starting their own businesses. In her spare time Martha enjoys being with Tyler, Heaven and the rest of her grandchildren.

## **Lydia MacKay**

Speech Language Pathologist/ Board Certified  
Behavior Analyst, ACCEL

Lydia MacKay is a Speech-Language Pathologist who has worked with individuals with a wide variety of communication needs for over 20 years. Her experience includes learners from birth to 22 with Autism Spectrum, Developmental Delays, Speech-Language Impairments, Visual Impairments, and Multiple Disabilities. She has specialized in Augmentative Communication, Social Communication, and Assistive Technology for over 18 years. Lydia obtained her Board Certification in Behavior Analysis in 2003, and her Arizona license in Behavior Analysis in 2012. She is passionate about teaming with families and professionals to help learners gain independence with communication and language skills at school, home, and in the community.

**Kristen Mackey M.S., CRC**

Administrator, Rehabilitation Services Administration

Kristen earned her undergrad degree in Exercise Science from ASU and went on to earn a Master's degree in Rehabilitation Counseling from San Diego

State University. Kristen currently holds a Certification in Rehabilitation Counseling. Through Kristen's career she has worked with individuals across the lifespan in a variety of rehabilitation settings including early intervention, inpatient psychiatric facility, acute and outpatient rehabilitation, and state vocational rehabilitation program. Ms. Mackey has also worked in the administration of programs that provide services to individuals with disabilities as a referral coordinator, grant writer, and program manager. Ms. Mackey began her career with Rehabilitation Services Administration (RSA) as a vocational rehabilitation counselor, working with the transition population in 2007. Ms. Mackey was in the policy unit for several years prior to moving into the role of Administrator for RSA programs.

## **Jami Marseilles**

Elementary School Teacher,

In a story of survival, Jami Marseilles survived living in a car for an unthinkable 11 days during a terrible snowstorm in a desolate area of Northern Arizona. Finally rescued by snowmobilers, Jami lost both of her legs due to frostbite. Slowly, Jami realized that

exercise was also a key to her life and she eventually excelled in running sprints. She is currently the only woman bi-lateral below the knee amputee to finish a marathon. She has finished 2 marathons and 6 half-marathons. On October 11, 2015, Jami became the first bi-lateral below knee amputee to finish the Chicago Marathon and on April 18, 2016, she became the first bi-lateral below knee woman amputee to finish the Boston Marathon. She is a proud mom, wife, author and teacher.

### **Suzanne Malson, M.S.**

VR Training & TA Specialist, AIVRTTAC

Suzanne received her Masters of Science in Community Development with a thesis focus on the Hupa Peoples and Disabilities: Past and Present, and a Bachelor of Arts in Cultural Anthropology, with a Minor in Native American Studies from the University of California, Davis. Suzanne served in the United States Peace Corps in Dominica, West Indies for the Dominica Association of Disabled People, and was one of ten nominated for an Associate Peace Corps Fellowship. Suzanne continued her education by participating in numerous certification workshops, such as Bridges Out of Poverty, ahaProcess!;

Leadership Training, Northern Arizona University Capacity Building for American Indians Project; and Improving Employment Outcomes for American Indians and Alaska Natives with Alcohol Abuse or Dependency, Northern Arizona University Capacity Building for American Indians Project to name a few. Suzanne is a former American Indian Vocational Rehabilitation Services Director and has served on the State Independent Living Council and the State Rehabilitation Council for California and Arizona (not in the same years). She has also worked on the Nineteen Tribal Nations Workforce Investment Board Arizona and the Human Resource Committee of Arizona and the Native American Independent Living Services for Arizona.

### **Monique McGivney**

Marketing Director / NMEDA Board Member, Ability Center

Monique McGivney is a marketing professional and has dedicated her knowledge and passion to the mobility industry for over a decade. After working in the Semiconductor industry for seven years she got the opportunity to be a part of the marketing team at VMI (Vantage Mobility International) who makes

wheelchair accessible vans. She fell in love with the innovation, consumers and the industry and has been a part of it ever since 2005. For two years, she has been with Ability Center, a mobility equipment dealer with 13 locations in CA, AZ, NV and OR. Her role with Ability Center is to ensure the highest brand awareness and educate each community about the solutions her stores sell, service and install. In 2017, Monique was voted into the NMEDA (National Mobility Equipment Dealer Association) Board of Directors. She has given this presentation at the California OT and Nevada OT conference.

### **Michele Michaels**

Hard of Hearing Specialist, Arizona Commission for the Deaf and the Hard of Hearing

Michele Michaels is the Hard of Hearing Specialist for the State of Arizona at the Arizona Commission for the Deaf and the Hard of Hearing. She provides outreach, education, training, resources, empowerment, information, and referrals to Arizonans. She began working in the field of hearing loss 24 years ago after a 12-year career in broadcasting. A hard of hearing person herself and the daughter of a parent who progressively lost her

hearing, Michele understands the challenges and opportunities inherent in hearing loss. Michele graduated cum laude with a B.A. in Human Communication and a minor in Anthropology from Arizona State University. In 2011 she graduated from ASU's Certified Public Manager program.

### **Lorin Merkley**

Prosthetist, Nextremity Prosthetic Design

Lorin has been in the orthotic and prosthetic industry for over 11 years. He graduated from Arizona State University in Biomedical engineering with an emphasis in biomechanics. He then went to Northwestern University to earn his certificate in prosthetics. After practicing in Arizona, Lorin took a position as a founding faculty member in Baylor College of Medicine's new Orthotic and Prosthetic masters program. There he taught upper and lower limb prosthetics. It was also his responsibility to make sure that all clinical education met Baylor standards. Lorin's love for working with upper limb amputees, and his passion for education have helped him to be able to help many patients find ways to lead an empowered life.

## **Shaughn Nelson**

Account Executive, Kurzweil Education

Shaughn Nelson is an Account Executive with Kurzweil Education. He lives in Tucson, has been married for 27 years and has three daughters. In his spare time, Shaughn enjoys cycling, automotive restoration, and has served as the president of his HOA for over 15 years.

## **Bob Niemiec**

Senior Consultant, Griffin-Hammis Associates, Inc.

Bob Niemiec is a Senior Consultant with Griffin-Hammis Associates, Inc. A graduate of Indiana University, Bob has been in the field of employment for persons with disabilities for over thirty-six years. He is a Past-President of APSE, a founding member and former President of Minnesota APSE, former President of the APSE Foundation, a current member of the Editorial Board of The Journal of Vocational Rehabilitation, a Subject Matter Expert (SME) with the Office of Disability Employment Policy Employment First State Leadership Mentoring Program, and a founding member of the Minnesota Employment First Coalition.

## **Jenny Nordine**

Owner/Occupational Therapist/Certified Driver  
Rehabilitation Specialist, Driving To Independence

Jenny Nordine, OTR/L, CDRS began her Occupational Therapy private practice specializing in adaptive driving and equipment recommendations in the fall of 2000. She founded Driving To Independence to address clients' community independence and transportation needs and continues to make this her mission. Jenny has completed her credentials as a Certified Driver Rehabilitation Specialist to ensure the high standards required to maintain this area of specialty. Jenny has presented at multiple conferences on the subject of Adaptive Drivers Assessment and Training including the Association of Driver Rehabilitation Specialists, the National Mobility Equipment Dealers Association, Arizona Occupational Therapy Association, American Stroke Association.

## **Joni Nygard**

Vice President AAC Resources and Services,  
Attainment Company

Joni Nygard, MS, CCC-SLP, has specialized in augmentative alternative communication (AAC) and assistive technology (AT) throughout her career. She presents regularly at conferences. An advocate for individuals with complex communication needs across ages and abilities, Joni has authored numerous articles, books, and apps. Currently, a Vice President for Attainment Company. Joni received the National Braille Press 2015 Louis Braille Touch of Genius Prize for Innovation: Tactile Talk Toolkit-Strategies for Functional Communication and Literacy.

## **Jane Odom**

Director of Implementation Resources, PRC

Jane is the Director of Implementation Resources for the Prentke Romich Company. Jane represents PRC at local, regional and national conferences, and she works regularly with SLPs, OTs, educators and family members to address the needs of people with speech, language and cognitive disabilities. She is responsible for focusing nationally on increasing our knowledge of the education segment and creating innovative approaches to implement PRC devices and Unity. Jane Odom, M. Ed. earned her B.S. and

M. Ed. Degrees from Temple University and has over 13 years of teaching experience in the field of Special Education. She also was the Language Instructor for the ACES (Augmentative Communication and Empowerment Seminar) program at Temple University.

### **Brenda O’Keeffe**

Assistant Professor, University of Utah

Breda O’Keeffe, Ph.D., is an Assistant Professor at the University of Utah in the Department of Special Education. She completed her doctoral degree at Utah State University and an IES postdoctoral fellowship at the University of Connecticut. Her primary research interests include evidence-based practices in assessment and reading instruction for diverse elementary students at-risk for and with disabilities. She is also interested in the interaction between behavior and reading. She teaches courses and consults on educational assessment, assessment for students with disabilities, and effective methods for literacy instruction and behavior supports in special education and multi-tiered systems of support.

## **Paul Pearson**

East Valley Home Modification Program Coordinator,  
Ability360

Paul Pearson has been Ability360 (formerly ABIL's) East Valley Home Modification Program Coordinator for nearly 7 years. He oversees 2 City CDBG programs, as well as ALTCS and private pay projects for low-to-moderate income individuals with disabilities. His responsibilities include conducting home assessments, coordinating projects with contractors and following up to ensure proper completion and billing is done.

Previously, he has worked in both Denver and Nashville over his 30 year career, including 8 1/2 years with the Tennessee Dept. of Transportation as draftsman, then bridge designer. Mr. Pearson is a graduate of the Nashville State Technical Institute majoring in Architectural Engineering.

## **Jennifer Perry**

Special Education Teacher, Glendale Union High  
School District

Ms. Jennifer Perry is a special education teacher with 19 years of experience working with high

school students. She works with students with intellectual disabilities and facilitates a peer tutoring program to support the students during academic and social activities. She has earned a Bachelor of Science in Elementary & Special Education, a Master of Education in Educational Technology, a Master of Education in Special Education Severe/Profound and a Graduate Certificate in Assistive Technology. She has participated in the Balanced Literacy Club grant program, working directly with Caroline Musselwhite. She was selected as the AZ Council for Exceptional Children's Teacher of the Year in 2016.

## **Michael Perry**

Owner, Low Vision Plus, LLC

Michael Perry has worked with the blind and visually impaired for more than 30 years. He has been assisting clients with magnification, lighting and contrast enhancement to assist them with their daily tasks to allow them to function more independently. Mr. Perry will assist clients by going to their home, business or school to assist the client in their environments to more accurately determine their needs.

## **Douglas Peterson**

Associate Professor, University of Wyoming

Douglas Petersen is an Associate Professor in the Division of Communication Disorders at the University of Wyoming. His research is driven by a desire to greatly increase the prevalence of academic success for all children, including those who are culturally and linguistically diverse.

Specifically, his research involves developing, validating, and testing methods of prevention, assessment, and intervention for decoding, spoken language, and written language. His work is centered around the principles of learning potential and modifiability, which has resulted in dynamic assessment measures, longer term progress monitoring measures, and multi-tiered systems of learning support. His work focuses on turning the complex arena of language into simple, efficient, and effective narrative-based assessment and intervention procedures.

## **Diana Petschauer**

M.Ed., ATP, Consultant, Assistive Technology Professional, Assistive Technology for Education LLC

Diana Petschauer, M.Ed., ATP is a RESNA certified Assistive Technology Professional/ Consultant & founder of AT for Education, ATforED.com, and Access4Employment.com Diana has over 20 years of experience in Special Education & Assistive Technology, PreK-12, post-secondary & adult services. She presents nationally & internationally including at conferences such as FETC, ATCNE, Closing the Gap, CSUN, ATIA & ARATA. Diana is a faculty trainer for the Center on Technology and Disability ([ctdinstitute.org](http://ctdinstitute.org)) as well as ATinNH at the UNH Institute on Disability. Diana manages her multi-disciplinary team of consultants who travel daily throughout New England to provide AT & AAC evaluations, training, professional development workshops & webinars.

### **Laura Plummer**

Technology Services Coordinator, WESP-DHH Outreach

Laura Plummer, MA, CRC, ATP is the Technology Services Coordinator for the WESP-DHH Outreach. WESP-DHH provides outreach services for the Department of Public Instruction for students who are deaf or hard of hearing. She provides assistive

technology information, resources and consultations for students, teachers and families. She also manages the social media communication for WESP-DHH Outreach and develops online training modules. Ms. Plummer has both Bachelors and Masters Degrees in Deafness Rehabilitation Counseling and takes an active role in learning/using the latest in electronic gadgetry.

### **Matthew Press**

Assistive Technology Specialist, Peoria Unified School District

Matthew Press is an occupational therapist and assistive technology practitioner. He has practiced in the field of occupational therapy since 1999 and has focused in assistive technology since 2002, earning his ATP credentials along the way. Matthew regularly presents at state and national conferences. He has taught courses in assistive technology at Adventist University, Northern Arizona University, AT Still University, and the University of Florida. He currently works in the Peoria Unified School District as a full time member of the Assistive Technology team. Matthew also runs the graduate certificate in AT through NAU.

## **Nathan Pullen**

Program Manager, RSA

GCBVI assistive technology expert and home automation expert.

## **Paige Raetz**

Transition Academy Director, SARRC

Paige Raetz, PhD., BCBA-D is the Residential Transition Academy Director at the Southwest Autism Research and Resource Center (SARRC) in Phoenix, AZ. Dr. Raetz is a Board Certified Behavior Analyst-Doctoral (BCBA-D) and is licensed as a behavior analyst in Arizona. She has experience in the areas of autism, serving individual across the life span, as well as behavioral gerontology. Dr. Raetz has both published and served as a guest editor for several behavior analytic journals. Her published research has spanned the topics of autism, behavioral gerontology, applied verbal behavior, preference assessment, organizational behavior management, and clinical decision models. Dr. Raetz also serves as adjunct professor within the psychology department at Arizona State University.

Dr. Raetz received her Ph.D. from Western Michigan University.

## **Adam Robson**

Employment Administrator, Chairperson - Governor's State Rehabilitation Council, Arizona Health Care Cost Containment System (AHCCCS)

Adam has been employed in his current position as the Employment Administrator since November, 2009. He started with the Arizona Department of Health Services/Division of Behavioral Health Services (ADHS/DBHS), but with the merger in 2016, he is currently employed with the Arizona Health Care Cost Containment System (AHCCCS). Historically, Adam was in charge with the oversight of employment services and programs for members enrolled in the Regional Behavioral Health Authorities (RBHAs) and Tribal Regional Behavioral Health Authorities (TRBHAs), but with the merger, he currently oversees employment services and programs for all AHCCCS-eligible members, not just Behavioral Health. Since August, 2016, Adam has had the privilege of being the Chairperson of the Governor's State Rehabilitation Council, a council that was created in 1993, through the Rehabilitation

Act, as amended in 1992, for the purpose of advising the Vocational Rehabilitation program in the development, implementation, evaluation, and review of innovative rehabilitation services and programs. He has worked with members with Serious Mental Illness in some capacity since 1999. He is a 1998 graduate of Arizona State University.

### **Kassi Rollin**

Speech Language Pathologist, ACCEL

Kassi Rollins is a nationally certified Speech-Language Pathologist through the American Speech-Language and Hearing Association (ASHA). In addition, she is licensed by the State of Arizona as a practicing Speech-Language Pathologist. She received both her Bachelors and Masters degree in Speech-Language Pathology from the University of Utah. She enjoys the outdoors, spending time with family, and has several hobbies including reading, quilting and knitting. Kassi loves working with children and helping them to better communicate with their families and friends.

### **Robin Romano**

CEO, MariSol Federal Credit Union

Robin Romano currently serves as Chief Operating Officer (or as she likes to say - Chief Cook and Dishwasher) of MariSol Federal Credit Union, a Community Development Financial Institution in Phoenix Arizona for over 18 years . She also teaches Financial Education classes to various community organizations to include the Maricopa County Jails. Plus she has two great kids who are both Engineers and is married to the best husband in the world for 32 years. MariSol's mission is Empowering our members through financial inclusion by access to affordable and equitable financial solutions. Robin truly believes in this mission and is proud to be a part of the team at MariSol.

### **Lisa Rotelli**

Director and Clinical Educator, Adaptive Switch Laboratories, Inc.

Lisa Rotelli, Director of Adaptive Switch Laboratories, Inc., has had a lifetime of experience starting as a Clinical Coordinator for a Rehab Hospital in Northern California. She also served as a Rehab Manager for a large rehab equipment supplier and a Rehab Specialist for one of the major manufactures of rehab wheelchairs. She is certified by the University

of Tennessee at Memphis as a seating specialist, and the University of Misericordia in Pennsylvania in pediatric seating. She specializes in alternative access, drive control systems, and has designed several drive control systems for severely involved clients. She presents at national conference to all levels of Clinical Therapists, Suppliers, and Educators.

### **Melissa Ann Santora**

Administration and Youth Initiatives, Arizona  
Statewide Independent Living Council

Melissa Ann Santora is the Director of Administration and Youth Initiatives at Arizona Statewide Independent Living Council, where she coordinates Arizona Youth Leadership Forum (AZYLF) for Students and Transitioning Young Adults Who Have Disabilities, Arizona Youth Engagement Academy, and AZYLF Alumni Association. For more than 25 years, Melissa has served people who have disabilities in a myriad of capacities, and is highly regarded for establishing innovative practices and programs in the field of disability, particularly for youth. For a decade, Melissa served as the Founding Executive Director of Same Difference Inclusive

Theatre Company, a disabilities awareness, advocacy, and empowerment troupe that performed in Montana, Texas, New York, Nebraska, Utah, Arizona, and in Canada. Melissa's career also includes positions in corrections, addiction treatment, child protection, early intervention, child and family education, medical case management, strategic planning and results oriented meeting facilitation, domestic violence and sexual assault advocacy, rural services development, poverty alleviation, housing, and Veterans services.

### **Betty Schoen, M.A., C.R.C.**

RSA/VR Region 1 Transition Specialist ,  
Rehabilitation Services Administration

Betty has worked for the Department of Economic Security for more than thirty years in three different social service programs. It was not until Betty became a transition counselor in 2000 that she felt she had found her "place in the sun." Betty is passionate about working with youth with disabilities, helping them discover their own "place in the sun" so they can lead fulfilling, productive

lives doing work that gives them joy, the same as Betty's career gives her joy. Betty is an unapologetic "resource junkie" who loves to share the vast resources she has amassed over her seventeen years of working with youth. Betty also delights in providing technical assistance for transition planning to youth, families, and school partners.

### **Jill Sclease**

Certified Therapeutic Recreation Specialist /Certified Driving Rehabilitation Specialist, Driving To Independence

Jill received her Bachelor of Science in Recreation Management and Leisure Studies with an emphasis in Therapeutic Recreation in 1995 from Arizona State University. She worked at Banner Good Samaritan Rehabilitation Institute and Barrow Neurological Institute until she joined Driving To Independence in May 2010 focusing on independent and safe driving for individuals with spinal cord and brain injury, visual deficits as well as senior evaluations. Driving assessments and training to become independent in the community augments Jill's passion for her clients and maximizing their

potential. The energy Jill brings to her job, her willingness to learn new skills and her work as a team member with her clients makes Jill an invaluable driving evaluation.

## **Candice Steel**

Assistive Technology Specialist, Gompers

Candice Steel is the Assistive Technology (AT) Specialist at Gompers, a local non-profit agency supporting and serving individuals with developmental disabilities. Candice has worked with individuals with disabilities since 1999, practiced in the field of speech-language therapy since 2003 with a concentration in assistive technology since 2005. Candice has received training in various aspects of AT, speech/language techniques, behavior analysis/management and leadership. She recently earned her ATP through RESNA. Assistive technology has been an integral part of her approach to learning and implementing functional communication since the start of her career; "it's the key that unlocks the smallest of possibilities for someone."

## **Virginia Thompson**

AT/IT Director, ACBVI, Inc.

Ms. Thompson has a Master's Degree in Rehabilitation Counselor from University of Arizona. In addition, she is a Certified Rehabilitation Counselor and Certified Vocational Evaluator, and has a Certificate in Assistive Technology from CSUN. She has over 20 years of experience in the field of vocational rehabilitation . While specialized in working with Combined Vision and Hearing Loss for AT, she has experience in working with a wide range of disabilities, both in the private sector and government sector.

### **Christopher Trujillo**

Assistant Clinical Professor, OTD, OTR/L, GCG. ATP, Northern Arizona University College of Health and Human Services OTD Program

Dr. Chris Trujillo earned a post-professional doctorate in occupational therapy through the University of Utah after a Bachelor of Science from Midwestern University. Although he has a graduate certificate in gerontology, Dr. Trujillo is a lifespan occupational therapist who provides intervention to clients from early intervention to elder care. He has

worked with students with disabilities ages 3-22 including medically fragile populations since 2003. He specializes in postsecondary transition assessments and planning for individuals with disabilities and has done so since 2011. He provides assistive technology solutions for individuals with disabilities and is certified as an Assistive Technology Professional through RESNA.

### **Susan Voirol**

Program Manager Employment First/Transition Initiatives, UA/Sonoran UCEDD

Susan Voirol has worked in the field of disabilities for over 17 years, including holding the role of a Vocational Rehabilitation Transition Counselor, a Transition Coordinator role for a local school district, a Transition Specialist for the AZ Department of Education, and is currently a Phoenix based University of Arizona Program Manager for the Sonoran UCEDD working on Employment First and Transition Initiatives.

### **Mary Kay Walch**

Director of Sales and Marketing, BlueSky Designs

Mary Kay Walch, COTA, assistive technology experience has spanned several decades with a focus on providing innovative solutions for individuals with disabilities. At her current position as Director of Sales and Marketing at BlueSky Designs she provides mounting expertise for wheelchairs, tables, and beds to enhance independence and access for individuals with physical disabilities. Mary Kay's responsibilities include new product development, managing business relationships, customer training development and presenting at national and international conferences.

### **John Weber**

Regional Sales Consultant, Tobii Dynavox

Regional Sales Consultant for Tobii Dynavox for the past 4 years. Working closely with many agencies across the state to provide excellent customer service. Working on maintaining a dependable resource for all the SLP's, trainers and clients I work with. BA University of St. Thomas St. Paul MN in Education/Biology.

### **Valerie West**

Speech Language Pathologist/AT Specialist, Flagstaff Unified School District

Valerie West earned both her bachelor's and master's degree at Northern Arizona University. Valerie is currently employed at Flagstaff Unified School District and provides services through Dynamic Interventions. Valerie especially enjoys working in the fields of Assistive Technology and Augmentative & Alternative Communication. She has a graduate certificate in Assistive Technology from NAU's Institute of Human Development. Valerie has conducted evaluations and provided training as part of an Assistive Technology Team, co-created Project MATTERS and serves as a district STAR (Strategies for Teaching Based on Autism Research) Media Center Support Coordinator.

## **Gayle Wiens**

Pediatric Physical Therapist, Assistive Technology Specialist, Up and Moving LLC

Gayle Wiens is a Pediatric Physical Therapist and Assistive Technology Specialist with over 25 years of experience serving young children and their families. She was the founding therapist at ADAPT Shop and

inventor of the Happy Chair System. She has intentionally focused on developing interventions to increase active participation of the child in their family, community and school. Interventions may include help with seating/positioning, learning to use their hands, mobility and mobility equipment, cognitive development, vision development and communication (including augmentative communication). Gayle also provides augmentative communication evaluations for DDD when paired with a speech therapist.

### **Susan Wilczynski**

Plassman Family Distinguished Professor, Ball State University

Dr. Wilczynski is the Plassman Family Distinguished Professor at Ball State University. She is the former Executive Director of the National Autism Center. Dr. Wilczynski's most recent book, "A practical guide to finding treatments that work for people with autism" addresses critical needs in evidence-based practice and autism. She has recently published articles on evidence-based practice related to both diversity and non-traditional settings. She currently serves as on the Practice Board for the Association for Behavior

Analysis International. Dr. Wilczynski is a licensed psychologist and a board certified behavior analyst.

## **Michelle Frazier Wilson**

Chickasaw Nation Vocational Rehabilitation Program  
Director

Michelle Frazier Wilson is an American Indian woman (Chickasaw and Choctaw) with a severe visual disability. She was born with severe congenital cataracts and astigmatism. She is a past consumer of both the Oklahoma Vocational Rehabilitation program and the Chickasaw Nation VR Program. With the assistance of these programs, she earned a bachelor's degree in psychology and a master's degree in Human Resources with a concentration in Vocational Rehabilitation. She is a Certified Rehabilitation Counselor. Michelle has earned 21 hours toward her PhD through the Post Employment Training American Indian Rehabilitation Program at San Diego State University. Michelle has worked for the Chickasaw Nation Vocational Rehabilitation Program since 1999. She served as a Vocational Rehabilitation Counselor for one year then she was promoted to the Program Director position. Michelle plans to make her career in tribal

vocational rehabilitation. “The incentive I have for doing this work is simple: I like having the ability to truly help American Indians with disabilities reach the goals that they set for themselves. I have been on both sides of the VR desk and I have a real understanding of how life changing vocational rehabilitation can be for the consumers we serve.”

### **Maegan van Wyck**

Disabilities and Mental Health Manager, NACOG  
Head Start

Maegan received her Bachelor’s degree in Health with an emphasis on Community Education from Northern Arizona University. After receiving her degree she moved to Massachusetts where she taught individuals with special needs for 11 years at the Arc of South Norfolk. Her primary focus was teaching mentally handicapped adults that needed a multi-sensory learning approach.

## **Evaluations**

### Sessions & Conference Links

We value your feedback about each session attended and your overall impression of the conference!

NOTE: Paper copies of the conference evaluation are in your bags (green sheet) and session evaluation forms will be distributed at each breakout session. However, if you prefer, you can complete both types of evaluations on line by using either the QR Codes or the links provided below.

Please complete each evaluation in only one format (paper or online) to avoid duplicate responses.

### **Session evaluations**

Want to complete your session evaluations online? Scan in this QR code or follow the link below to be taken to our Session Evaluations Submittal!

<https://www.surveymonkey.com/r/2017SessionsForm>

## **OVERALL conference evaluations**

Enjoying the Conference? Let us know by scanning in this QR code or following the link below!

<https://www.surveymonkey.com/r/2017ConferenceForm>

## **EXHIBITOR evaluations**

If you are an exhibitor, your overall conference evaluation can be found here.

<https://www.surveymonkey.com/r/2017ExhibitorForm>

## **Conference Exhibitors**

### **Gold Level Sponsor**

Ability Center (Table 42)

### **Silver Level Sponsor**

Advanced Bionics (Table 43)

Arizona Freelance Interpreting Services (Table 46)

CJT Enterprises, Inc. (Table 44)

Phonak (Table 43)

VMI Mobility Center (Table 7)

YappGuru (Table 45)

### **Bronze Level Sponsor**

AbleNet Inc. (Table 21)

Achieve Enterprise Services (Table 12)

Adaptive Switch Laboratories, Inc. (Table 39)

Ai Squared/ Freedom Scientific/ Optelec (Table 33 )

Arizona Center for the Blind & Visually

Impaired (Table 11)

Arizona Center for Disability Law (Table 1)  
Arizona Commission for the Deaf & Hard  
of Hearing (Table 18)  
Arizona Department of Education Assistive  
Technology Short Term Loan Library (Table 30)  
Arizona Developmental Disabilities  
Planning Council (Table 14)  
Arizona Governor's Council on Blindness & Visual  
Impairment (Table 48)  
Arizona Low Vision (Table 38)  
Arizona Relay Services (Table 19)  
Arizona Rehabilitation Services  
Administration (Table 48)  
Arizona Talking Book Library (Table 17)  
Arizona Technology Access Program (Table 53)  
Attainment Company (Tables 3 & 4)  
Baum USA (Table 22 )  
Bluesky Designs (Table 47)  
Brooke's Butterfly Touch: Creative Story

Telling Services (Table 54)  
Camano Care (Table 36 )  
CapTel Outreach (Table 9)  
CaptionCall (Table 5)  
Cochlear Americas (Table 35)  
DriveAble Solutions (Table 20)  
Driving to Independence (Table 41)  
Gompers (Table 10)  
Identifor (Table 6)  
Kurzweil Education (Table 25)  
MariSol Federal Credit Union (Table 13)  
NAU - IHD Assistive Technology Center (Table 29)  
NAU - Institute for Human Development (Table 31)  
Prentke Romich Company (Table 34)  
Prime Engineering (Table 49)  
Rauckit Consultants / LC Technologies (Table 2)  
Rehdadpt North America (Table 26)  
Saltillo Corporation (Table 37)  
SAAVI Services for the Blind (Table 8)

School Health Corporation / EnableMart (Table 28)  
SilverTree Special Needs Planning (Table 15)  
Sonoran UCEDD/University of Arizona (Table 32)  
TalkTablet AAC App / Gus Communication  
Devices Inc. (Table 23)  
Tobii Dynavox (Table 40)  
United Cerebral Palsy of Central Arizona (Table 16)  
Viewfinder Low Vision Resource Center (Table 27)

## **Continuing Education – Verification & Certificates**

Attendees can earn up to 19 continuing education contact hours/ 1.9 CEUs:

Optional Preconference Workshop (Sunday): 6 contact hours

Conference Day One (Monday): up to 6 contact hours

Conference Day Two (Tuesday): up to 7 contact hours (when all EBP sessions are attended on Tuesday)

Depending on your continuing education needs, there are several options for documenting conference participation:

Arizona Department of Education and Northern Arizona University-AzTAP CEU Certificates will be available at the registration desk at the end of the conference on Tuesday afternoon (July 25) for persons working in school districts and for service providers in healthcare, rehabilitation, state agencies, postsecondary settings, etc. These

certificates align with the requirements for ASHA and RESNA ATP Certification renewal, Arizona OT License renewal, and ADE Teacher certification.

### CRC, ASHA and RESNA CEUs

Participants who require verified hours for CRC, ASHA, SELECT or RESNA certification renewal must have their attendance verified for each session attended. Session monitors will stamp the corresponding session on the CEU Verification Form at the end of the presentation. These forms are in your conference bags. If you leave a presentation early, the form will not be stamped. With the exception of Keynote and Closing presentations, all breakout sessions across the three content area tracks are approved for CRC credit, and are designated as such in the program and on the CEU form. After of the conference, a copy of this completed form needs to be emailed to [NGuzman@azdes.gov](mailto:NGuzman@azdes.gov) so that the hours can be verified.

**SELECT Reading Track:** Sessions that are SELECT Reading Track eligible are designated with "LIT" on the Program, schedule and CE verification Form. Please make sure to get each session you attend

stamped. After the conference, please email a copy of the completed CE Verification Form to [select@nau.edu](mailto:select@nau.edu). Your hours will be verified and the certificate will be sent to you.

The Arizona Department of Health Services (DHS) has approved specific sessions for SLPs, SLPAs and Audiologists. Approved sessions are designated with "DHS" on the Conference Program, schedule and on the CE Verification Form. DHS does not approve Keynote and Closing sessions, but attendance at those sessions will count on ADE and NAU Certificates.

**PLEASE NOTE:** Attendees are responsible for keeping their certificates and/or verification forms and submitting them to credentialing agencies as needed; duplicates will not be issued.