The 15th Annual Assistive Technology Summer Institute

Assistive Technology: Catch the Wave

July 8 – 9, 2013
Arizona Grand Resort and Spa
Phoenix, Arizona

AzTAP ARIZONA Technology Access Program

The Arizona Department of Education
Rehabilitation Services Administration

AzTAP is a program of the Institute for Human Development at Northern Arizona University

GENERAL INFORMATION

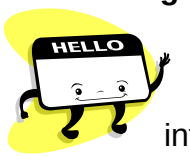
Twoppy – Mobile Conference App

You can access our free conference **app** for your smart phone or tablet by scanning QR code into your mobile device or enter this link into your device's browser**:** http://m.twoppy.com/AZAT/.

Conference Materials

Conference presentations and handouts are available via: (1) preloaded thumb drive in your conference bag, (2) Twoppy mobile App, (3) The E-Resource Station in the Conference Center Lobby, and, (4) at www.aztap.org.

Name Badges



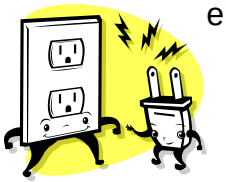
Please wear your name badge at all times. Those without badges will not be permitted into conference events. Besides we want to know who you are!

Special Needs Accommodation

AzTAP is committed to making this conference fully accessible for every attendee. If you require assistance or if there is any way we can make you more comfortable, please stop by the Accommodations Center in the Conference Center Lobby.

E-Resource Station

A supervised location for recharging electronic devices and it will also be the place to download PowerPoint presentations and handouts for those who do not have ready access to mobile devices or prefer to transfer information directly to their computer or thumb drives.



Cell Phones

Cell phones are a major distraction! Please turn the volume off before entering a session.

Questions

Please feel free to stop by the registration desk in the Conference Center Lobby

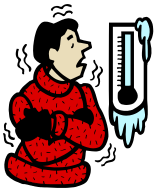
Certificate of Attendance

Certificates of Attendance and CRC CEUs will be available at the registration desk **after** the Closing Session on Tuesday.

Door Prize Drawings

You will receive 1 raffle ticket with your name badge at the registration desk. Door prizes will be on display in the Conference Center lobby. Place half of the raffle ticket in the bag next to the item and keep the other half of the ticket. The raffle drawing will take place at the end of the Closing Session. *You must be present to win.*

Climate Control



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

NORTHERN ARIZONA UNIVERSITY
College of Social and Behavioral Sciences

Institute for Human Development

Arizona Technology Access Program
2400 N Central Ave, Suite 300
Phoenix AZ 85004-1314
www.aztap.org

602-728-9534 voice
800-477-9921 toll free
602-728-9536 TTY
602-728-9535 fax

Welcome 2013 Conference Participants!!

Thank you for joining us at the Arizona Technology Access Program's 13th Annual Assistive Technology Summer Institute – ***Assistive Technology: Catch the Wave***.

To enhance the overall conference experience, we have changed several aspects of the conference including selecting a resort environment that the Arizona Grand Resort and Spa offers, providing pre conference electronic access to conference materials including a free mobile app. Instead of a single keynote speaker, you will hear from a father daughter duo sharing their unique perspectives on disability, transition and the long term impact and life changing value of assistive technology. We have more exhibitors than in the past and some really fantastic door prizes for our closing session raffle drawing.

A successful conference requires collaboration, commitment and perseverance on the part of people and organizations. This conference would not have been possible without the support of AzTAP's two key partners:

- **Arizona Department of Education, Exceptional Student Services**
- **Arizona Rehabilitation Services Administration**

The credit for the hard work of planning and execution goes to a dedicated group of individuals who served on our Conference Committee during our yearlong planning process. My thanks and appreciation to the following persons for a job well done:

- ***Janelle Bauerle***
- *AV Coordinator*
- ***Mellowdee Brooks –***
  Accessibility Coordinator
- ***Rudy Buchanan***
- ***Clayton Guffey***
  Exhibitor Coordinator
- ***Adi Kalika***
- ***Mary Keeney***
- ***Jodi Lindstrom***
- *Volunteer Coordinator*
- ***Martha Lewis***
- *Registration Coordinator*
- ***Janis Nicol***
- ***Matthew Press***

I also want to thank our volunteers from the Salt River Pima Indian Reservation, and the OT/OTA students from Midwestern University, Brown Mackie College and Pima Medical Institute.

Regards,

Jill S. Pleasant

Jill S. Pleasant, MA, OTR/L
AzTAP Program Director

**AzTAP is a Phoenix-based program of Institute for Human Development at Northern Arizona University. Our mission is to connect people with disabilities with the assistive technology they need to participate as fully as possible in activities that matter to them.*

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AzTAPs 15th Annual Assistive Technology Conference – Monday

Color Coding by Strand:	**AAC** (yellow)	**Community Living** (green)	**Education** (blue)	**Employment** (rose)	**Service Delivery** (tan)	**Transition** (purple)

Day 1 - Room:	Honeysuckle	Acacia	Bougainvillea	Copperwood	Desert Willow
8:00 – 9:00	**Registration, Breakfast, Exhibit Hall – AZ Grand Ballroom**				
9:00 – 10:15	**Welcome and Keynote Presentation – AZ Grand Ballroom** **From the NICU to College: How Assistive Technology Changed My Life** ***Shelby Nurse & Tom Nurse***				
10:15- 10:45	**Exhibit Hall – AZ Grand Ballroom**				
10:45 -12:00	Diving Into Free AT ***Gortarez/Keeney***	Taking a "Look" at Eye Gaze ***Iacona/Anderson***	Hang Ten: Riding the Waves to Employment with Rehabilitation Services Administration ***Nunez/Schoen***	Alerting Technologies ***Parikh/Parikh***	Treasures from an aPPaholic ***Antista***
12:00 – 1:00	**Lunch – AZ Grand Ballroom**				
1:00 – 1:30	**Exhibit Hall – AZ Grand Ballroom**				
1:30 – 2:45	DEAR: Download Everything and Read – Version 2013 ***Kennedy***	Telephone Options for the Hard of Hearing: Mild to Profound ***Thompson/Milano***	Using Technology to Support Students with Writing ***Marsters***	Home Modifications and Home Mod Evals – Here's the Scoop from RSA ***Ferry***	Road Trip: Mapping Out the Routes for Post High School AT Funding and Transition Resources ***Haller/Pleasant/Schoen /Urbina***
3:00- 4:15	So APPY Together: iPads and Special Education ***Keeney/Gortarez***	Strengthening Your Core ***Predebon/Walsh***	AT-Ergo/PH: Successful Worksite Considerations for Persons w/ Ergonomic or Physical Access Needs ***Siegler/Mikelson/Boyd***	Attacking the Big three with Kurzweil 3000 (special Ed, ELL, & At Risk) ***McMullen***	Weaving Systems of Support Together to Improve Outcomes ***Nurse/Nurse***
4:30 – 6:00	**Networking Reception – AZ Grand Ballroom Sponsored by VMI Mobility Center**				

AzTAP's 15th Annual Assistive Technology Conference - Tuesday

Color Coding by Strand:	**AAC** (yellow)	**Community Living** (green)	**Education** (blue)	**Employment** (rose)	**Service Delivery** (tan)	**Transition** (purple)

Day 2 - Room:	Honeysuckle	Acacia	Bougainvillea	Copperwood	Desert Willow
7:30 – 8:00	**Breakfast & Exhibit Hall – AZ Grand Ballroom**				
8:00 – 9:15	Put ME in Coach! Coaching Strategies for AT Integration (Part 1) ***Bowser***	DEAR: Download Everything and Read – Mobile ***Kennedy***	Wisdom from the Field: Assistive Technology Brainstorming Session ***Marsters***	Independent Living Systems the New Paradigm ECUs & EADLs ***Bunce***	Language Goals for AAC – How to Use Apps Strategically ***Legaspi/Odom***
9:30– 10:45	---------- Put ME in Coach! Coaching Strategies for AT Integration (Part 2) ***Bowser***	Visual Supports for Behavior and Classroom Management ***Press/Craven***	Language Development on the LAM: Your Path to AAC Success ***Walker/Taylor***	Waves of Transportation – Vehicle Modification and Adapted Driving ***Sclease***	Project MATTERS ***Kugler/Highline/West/ Wilkins/Pierz/Ronn***
10:45 – 11:15	**Break/Exhibit Hall – AZ Grand Ballroom**				
11:15 -12:30	Transitions and AT: Strategies for Ensuring Continuity ***Bowser***	Voting & Elections: What is Available & What Improvements Can Be Made ***Patrick***	An AT Implementation Success Story: Kyrene School District ***Molaskey/Fahy***	A Title Wave of Tablets ***Bauerle/Bolender***	AT-BVI: Successful Worksite Considerations for Persons who are Blind or Visually Impaired ***Shapiro/Greenlaw/Dylla***
12:30 – 1:30	**Lunch – AZ Grand Ballroom**				
1:30 – 2:00	**Exhibit Hall – AZ Grand Ballroom**				
2:00 – 3:15	Switch Access to the iPad for AAC and More ***Sagstetter***	Gompers Habilitation Center: Providing Innovative Opportunities for Persons with Disabilities ***Parikh***	AT-DHH: Successful Worksite Considerations for Persons who are Deaf or Hard of Hearing ***Furman/ Michaels***	Sonja's Story: Finding My Daughter's Voice ***Montez Stockstad***	AT Tools in the "Gen Ed" Classroom ***Dershowitz***
3:30 – 4 :30	**Closing Presentation - Apps Smack Down** **Door Prize Drawings (must be present to win) AZ Grand Ballroom**				

SESSION DESCRIPTIONS

Sessions are one hour and fifteen minutes in length unless otherwise specified. Vendor presentations are noted as such. Sessions are listed below by day and time. AzTAP reserves the right to make last minute program changes.

DAY I: Monday, July 8

8:00-9:00	**Registration, Breakfast & Exhibit Hall**	***AZ Grand Ballroom***
9:00-10:15	**Welcome and Keynote Presentation**	
	From the NICU to College: How Assistive Technology Changed My Life ***Presenters: Shelby Nurse, Tom Nurse*** Presented by daughter-father team Shelby Nurse and Tom Nurse, our keynote presentation focuses on Shelby's story, a young woman with significant physical disabilities who has been riding the AT wave throughout her life and it has taken her far.	***AZ Grand Ballroom***
10:15-10:45	**Exhibit Hall**	***AZ Grand Ballroom***
10:45-12:00	**Concurrent Sessions:**	
	Diving Into Free AT ***Presenters: Ann Gortarez, Mary Keeney*** There are many valuable educational open-source or web-based resources that are absolutely free. Because they are free, they can be installed or accessed on multiple computers and in any environment with a computer and/or internet connection. Text readers, voice recognition, photo editors, and teacher tools will be demonstrated in this fast-paced intermediate-level session. **Key Learning Outcomes** 1. Define Assistive Technology in legal terms. 2. Identify free web-based resources that can be used in the classroom setting. **3.** Identify at least 3 other resources to support students needing AT.	***Honeysuckle***
	Taking a "Look" at Eyegaze ***Presenters: Lesley Iacona, Nikkol Anderson*** This presentation will give a brief, beginner overview of using eyegaze systems for AAC evaluation. It will cover select features on eyegaze systems that are commercially available and how they can be used to determine appropriate candidates for high-tech eyegaze systems. It will also cover light tech solutions you can use to prepare AAC users for their eyegaze evaluations. **Key Learning Outcomes** 1. Participants will be able to identify 3 features to consider when completing an eyegaze evaluation. 2. Participants will be able to identify why positioning is important for use of eyegaze for AAC. **3.** Participants will know how to construct a light tech, fixed display eyegaze board.	***Acacia***
	Hang Ten: Riding the Waves to Employment with Rehabilitation Services Administration ***Presenters: Ana Nunez, Betty Schoen*** Aloha to all you righteous dudes and salty sisters! Come hang loose with RSA and learn about the gnarly services for people with disabilities to help them prepare for, get, and/or keep a job or maintain their desired level of independence. Cowabunga, dudes, it's da bomb! **Key Learning Outcomes:** 1. Understanding of the Vocational Rehabilitation and Independent Living programs available through RSA; 2. Knowledge about the eligibility requirements, planning process, and potential services available from the VR and IL programs; **3.** Understanding of how AT fits into the VR/IL service plans.	***Bougainvillea***

	Alerting Technologies ***Presenters: Niraj Parikh, Kavita Parikh*** While many technological developments make today's hearing aids easier to fit and more satisfactory, hearing aids are not always the sole answer to a person's communication difficulties. Along with hearing aids, alerting devices should be considered as they alert us to various signals that occur in our lives – at home, at the office, at schools, while traveling, etc. **Key Learning Outcomes** 1. Concrete answers for which alerting devices will help in various environments 2. Understanding of how the alerting devices work 3. Facts and research to support the need for alerting devices	***Copperwood***
	Treasures from an aPPaholic ***Presenter: Tracey Antista*** This fun, hands on (BYOD) workshop will allow participants to discover new apps for the iPad and how those apps can be used to facilitate learning. Attendees will stroll in and take an interactive quiz using an apple device. Then they will take a deeper look at iPad settings and learn about the preinstalled assistive technology software and how to open and use those elements. Next, they will see samples of works that have been created by students using an iPad. Finally, a little fun and games, and hopefully a spark of inspiration, by discovering how three apps can facilitate and motivate even the most reluctant student writers. **Key Learning Outcomes** 1. To share information with others on the basics of iPad technology. 2. To show how various apps can be used as a learning tool for all learners. **3.** To motivate teachers, IEP team members, and support staff to use their iPads in the classroom to help reinforce student learning, and show how the device can be a tool for those reluctant learners who struggle learning in traditional ways.	***Desert Willow***
12:00-1:00	**Lunch**	***AZ Grand Ballroom***
1:00-1:30	**Exhibit Hall**	***AZ Grand Ballroom***
1:30-2:45	**Concurrent Sessions:**	
	DEAR: Download Everything and Read: Version 2013 ***Presenter: Bruce Kennedy*** A print disability can pose a major barrier for academic and employment success. Digital reading supports for young students, transitioning students and potential employees is changing rapidly. Come to this session and learn the basics about getting accessible reading materials into the hands of your students and clients who have print disabilities. **Key Learning Outcomes** 1. Matching individuals with appropriate technology 2. Understanding the features of various support devices 3. Understanding the features of various support software and/or apps.	***Honeysuckle***
	Telephone Options for the Hard of Hearing: Mild to Profound ***Presenters: Vicki Thompson, Christine Milano*** Come find out about what captioned telephone is, how it works with the various Relay Services, and what the differences are in the different models. Some of the lesser known intricacies will be discussed such as age of user, caption delay, cognitive abilities, and too much hearing to be effective or efficient. Cellular amplifying and captioned smartphone options will also be covered. **Key Learning Outcomes** 1. Attendees will learn various methods of telephone communication including landline and cellular in both the amplified and captioned realms. 2. Attendees will learn about what AzTEDP offers and the program requirements. 3. Attendees will gain a complete understanding of the varied and many facets that play into effective captioned telephone conversations.	***Acacia***

Using Technology to Support Students with Writing — ***Bougainvillea***

Presenter: Aaron Marsters

Learn about tools and strategies to support students struggling with writing! This session will cover common software features and strategies to support struggling writers to include: graphic organizers, text to speech, speech to text, word prediction, voice notes, visual supports, grammar checks, spell checks, commenting, word banks, alternative formats etc. Information on research-based findings examining the effectiveness of technology in supporting writing will also be provided.

Key Learning Outcomes

1. Learn about various research based technologies and strategies used to support struggling writers.
2. Identify commercial software/hardware with recommended mid-high tech features to support struggling writers.
3. Identify assessment strategies and tools used to (a) make informed AT writing considerations and (b) gauge effectiveness of AT writing interventions.

Home Modification and Home Modification Evaluations – Here's the Scoop from RSA — ***Copperwood***

Presenter: Paul Ferry

The presentation will be an overview of the Home Modification process in RSA.
Historically, perceptions of Home Modifications have been Ramps and Roll-in showers, the widening of doorways, the adaptability of bathrooms and kitchens. These modifications have been the most common ways to eliminate barriers for the client.
Today, products for the Deaf/Hard of Hearing, for the Blind/Visually impaired and the physical modifications surrounding Adaptable devices (Electronic Control Units) may be included in the Home Modification.

Key Learning Outcomes

1. Participants will understand the role of the Home Modification Construction Coordinator.
2. Participants will gain an understanding of the Home Modification Evaluation/Evaluator process, the Request for Contractor Pricing, and the Completed Project.
3. Participants will be able to better serve their clients that have accessibility needs.

Road Trip: Mapping out the Routes for Post High School AT Funding and Transition Resources — ***Desert Willow***

Presenters: Jill Pleasant, Marta Urbina, Betty Schoen, Allison Haller

Do you know what resources and services are available to help young adults move forward into adult life after high school? Independent living, health care, employment, mental health services and obtaining assistive technology are some of the services and decisions a young adult and their family may need to consider as he/she moves from high school into adult living. This session provides information from state agency experts discussing the Division of Developmental Disabilities, Rehabilitation Services Administration, and Office for Children with Special Health Care Needs and Arizona Department of Health Services' Division of Behavioral Health Services. The presenters will address eligibility requirements for each program, the type of services available, the agency's role in transition planning, and how the agencies work together to support the needs of young adults with disabilities as they move from high school into adult living so that they sustain healthy and satisfying adult lives. Participants will also learn about alternative funding sources for assistive technology including AzTAP's financial loan program, Arizona Loan$ for Assistive Technology.

Key Learning Outcomes

1. Participants will have knowledge of key supports/services for individuals with disabilities that are available while in secondary education and after a student exits from high school.
2. Participants will describe the role of each agency for transitioning youth with disabilities to adult life.
3. Participants will identify eligibility requirements and contacts for these supports/services.
4.

3:00-4:15	**Concurrent Sessions:**	
	So APPY Together: iPads and Special Education ***Presenters: Mary Keeney, Ann Gortarez*** There are so many apps out there! No one has enough time or money to download dozens of apps only to be disappointed. Come and get valuable resources for locating app reviews by trusted sources, and for evaluating apps using various rubrics tied to common core standards and accessibility. **Key Learning Outcomes** 1. Identify ten resources for reliable app reviews. 2. Identify 2 resources for determining if an app is appropriate for a given individual/goal. 3. Identify accessibility features within iOS and after-market peripherals and accessories to enhance iPad and/or app accessibility.	***Honeysuckle***
	Strengthening Your Core ***Presenters: Sheri Predebon, Jean Walsh*** AAC can be hard…Hard to guess what will happen, even in structured situations… Hard to predict the vocabulary that will be needed…Hard to teach vocabulary across different situations…Learn how to simplify with CORE vocabulary! **Key Learning Outcomes** 1. Identifying what CORE vocabulary is. 2. Understanding the importance of CORE vocabulary. 3. Learning how to use CORE vocabulary to foster language growth.	***Acacia***
	AT-Ergo/PH: Successful Worksite Considerations for Persons with Ergonomic or Physical Access Needs ***Presenters: Dan Siegler, Brian Mickelson, Ellen Boyd*** Study Success, Ergo/PH! Last year we peeked at Assistive Technologies used on-the-job for Dan, Brian and Ellen who have very different ergonomic and physical access needs. This year the same team of presenters will share additional details about what it takes for each of them to achieve success on the job. From perspective of the SETT framework, topics covered in this session may include but not be limited to: access to the computer, workstation design, adaptive vehicles, managing print materials and more. Bring your questions and be prepared to learn from AT-Ergo/PH experts in the field! **Key Learning Outcomes** 1. Participants to be able to cite examples of differences between medical diagnosis and functional limitations 2. Participants to be able to list 3 or more examples of Assistive Technology that support individuals with Ergonomic or Physical Access Needs 3. Participants to be able to name a minimum of (1) advanced feature of speech recognition software (Dragon Naturally Speaking Professional)	***Bougainvillea***
	Attacking the Big Three with Kurzweil 3000 (Special Ed, ELL, & At Risk) ***Presenter: Thomas McMullen*** Our Special Needs, At-Risk, and ELL Students often struggle to master the demands of extensive curriculum content. With Common Core State Standards being implemented across the state, students will be required to gain a much deeper understanding of content standards. Kurzweil 3000 is a "Literacy Toolbox" that offers lifelong learning support and access to a multitude of print and writing materials, while Firefly offers anytime, anywhere access to digital text-based content. These powerful literacy tools enable individuals with cognitive ability, but not literacy skills, to achieve their academic and personal goals. **Key Learning Outcomes** 1. Participants will observe the Digital Toolbox that enables all users to access any curriculum. 2. Participants will discover how even digital content can be made accessible for whole class instruction 3. Participants will learn how all learners can access their digital text from any location without installing software	***Copperwood***

	Weaving Systems of Support Together to Improve Outcomes ***Presenters: Thomas Nurse, Shelby Nurse*** This workshop highlights the importance of collaborative and coordinated transition and resource planning based on a vision of the future. The National Assistive Technology Advocacy Project's recently published *Work, AT & Transition Aged Youth* highlights the importance of long-term advocacy and skill acquisition, while also systematically connecting to systems that can help support improving post school outcomes. This outstanding resource will be highlighted and shared with attendees. **Key Learning Outcomes** 1. Participant will gain insights into the importance of starting transition planning as early as possible, with the post school outcomes in mind 2. Participants will gain insights into the importance of coordinating public and private supports to better meet the needs of individuals 3. Participants will be connected to helpful national resources related to assistive technology and transition	***Desert Willow***
4:30-6:00	**Networking Reception** ****Sponsored by VMI Mobility Center***	***AZ Grand Ballroom***

DAY II: Tuesday, July 9

7:30-8:00	**Breakfast & Exhibit Hall**	***AZ Grand Ballroom***
8:00-9:15	**Concurrent Sessions**	
	Put ME In Coach! Coaching Strategies for AT Integration (Part I) ***Presenter: Gayl Bowser*** Effective assistive technology (AT) supports involve a variety of strategies, including direct service to students, consultation to families and educators, and collaboration with team members. This workshop will address each of these support strategies and provide a more in-depth look at the potential of coaching to improve AT services. It will offer guidelines about when to use each of the strategies as a tool for support of AT integration efforts. **Key Learning Outcomes** 1. Participants will be able to identify the main characteristics and effective use of consultation, collaboration and coaching 2. Participants will understand three key aspects of effective coaching. 3. Participants will develop their own "question recipe" to use in providing supports for students who use AT.	***Honeysuckle***
	Download Everything and Read: Mobile ***Presenter: Bruce Kennedy*** Mobile devices are providing greater access to information for everyone. A print disability can pose a major barrier for academic and employment success and a small hand held mobile device can help to reduce barriers for success. Come to this session and learn the basics about getting accessible reading materials into the mobile learning devices that can support greater independence for your students and clients. **Key Learning Outcomes** 1. Matching individuals with appropriate technology 2. Understanding the features of various support devices 3. Understanding the features of various support software apps.	***Acacia***
	Wisdom from the Field: Assistive Technology Brainstorm Session ***Presenter: Aaron Marsters*** Engage and collaborate with conference participants to generate new ideas across the field of Assistive Technology! This will be an interactive session where you can share successes, gain ideas and collaborate through multiple small group roundtables. Topics related to AT will be generated by the group.	***Bougainvillea***

Be prepared to identify potential roadblocks, but our FOCUS will be to identify as many AT solutions, strategies and successes as time allows.

Key Learning Outcomes

1. Increase knowledge of AT content
2. Develop effective strategies for applying AT knowledge, skills and tools
3. Synthesize and evaluate information regarding various AT topics, tools and strategies

Independent Living Systems the New Paradigm for ECUs & EADLs ***Copperwood***

Presenter: Graham Bunce

Workshop provides a look at where the development of assistive technology systems for the disabled and aging populations started. Where the industry is today, how it compares with advances in other technologies, what direction it is likely to take in the future and the importance of ILSs in attaining Optimal Health for the disabled and elderly.

Key Learning Outcomes

1. Differentiating between switching devices and true independent living systems; What's now possible
2. How and why the industry has been stalled and why development is now ready to accelerate
3. The new capabilities of Voice Recognition and Alternative Inputs: What works and why

Language Goals for AAC - How to use Apps Strategically ***Desert Willow***

Presenters: Jeremy Legaspi, Jane Odom

This session will focus on using the 6 Stages of Language Development to determine the best therapy solution for a child who uses AAC. We will look at the six stages in detail and then recommend a variety of mobile apps to help develop therapy solutions for each of the stages that is fun and meaningful for the child.

Key Learning Outcomes

1. The participant will identify the 6 Stages of Language Development
2. The participant will be able to identify the language objectives for each of the 6 Stages of Language Development.
3. The participant will be able to identify 12 apps that are commercially available that will enable them to teach the language objectives in the 6 Stages of Language Development.

9:30-10:45 **Concurrent Sessions:**

Put ME In Coach! Coaching Strategies for AT Integration (Part II) ***Honeysuckle***

Presenter: Gayl Bowser

Effective assistive technology (AT) supports involve a variety of strategies, including direct service to students, consultation to families and educators, and collaboration with team members. This workshop will address each of these support strategies and provide a more in-depth look at the potential of coaching to improve AT services. It will offer guidelines about when to use each of the strategies as a tool for support of AT integration efforts.

Key Learning Outcomes

1. Participants will be able to identify the main characteristics and effective use of consultation, collaboration and coaching
2. Participants will understand three key aspects of effective coaching.
3. Participants will develop their own "question recipe" to use in providing supports for students who use AT.

Visual Supports for Behavior and Classroom Management ***Acacia***

Presenters: Matthew Press, Alicia Craven

Assistive Technology is a broad term, but not one normally associated with behavior management. Come learn how your assistive technology team can support the RtI process for behavior management and receive free resources to use in your district!

Key Learning Outcomes

1. Participants will list 3 strategies they could implement in their district/role
2. Participants will identify the importance of a district wide set of tools
3. Participants will identify methods to implement at the large group and individual student level

	Language Development on the LAM: Your Path to AAC Success ***Presenters: LaConda Walker, Tamara (Tami) J. Taylor*** Have you seen Language Activity Monitoring (LAM) data? A wealth of information can be obtained from the data collected! LAM data can provide valuable information about the language development of the individual using the AAC device. LAM language samples can be used to assist with the development of language tasks in the classroom and in therapy settings, reducing the guessing and frustration of "What's next?" **Key Learning Outcomes** 1. Participants will understand the principle behind the need for Language Activity Monitoring. 2. Participants will demonstrate an understanding of how to use LAM data to monitor the progress of both the device user and models from the facilitator. 3. Participants will demonstrate an understanding of how to use LAM data to define the language path that the user is on and what the strengths and weaknesses are, naturally generating "next step" ideas for language development tasks in the classroom and the therapy setting.	***Bougainvillea***
	Waves of Transportation – Vehicle Modification and Adapted Driving ***Presenter: Jill Sclease*** This session will provide an overview of available vehicle modifications for persons with visual, physical or cognitive deficits who want to drive as well as provide options for those who require transportation resources. **Key Learning Outcomes** 1. Participants will be able to identify three vehicle modifications to assist a person with physical deficits. 2. Participants will be able to identify Arizona's Motor Vehicle Department physical and visual requirements for drivers. **3.** Participants will be able to identify low tech versus high tech driving equipment.	***Copperwood***
	Project MATTERS ***Presenters: Sean Kugler, Mary Highline, Valerie West, Linda Wilkins, Betsy Pierz, Amy Ronn*** Project MATTERS (Make And Take Technology Educational Resource Services) is an essential part of Flagstaff Unified School District's Special Education department. Join us and learn how our Assistive Technology Team's vision became a reality. Learn how Project MATTERS works. We are a resource for educators to make materials, prepare curriculum, including many resources to help foster ideas and training opportunities. **Key Learning Outcomes** 1. The audience will know how we came up with the idea for Project MATTERS. 2. The audience will know how we made it a reality. **3.** T he audience will learn how others can set up their own project rooms.	***Desert Willow***
10:45-11:15	**Break/Exhibit Hall**	***AZ Grand Ballroom***
11:15-12:30	**Concurrent Sessions:**	
	Transitions and AT: Strategies for Ensuring Continuity ***Presenter: Gayl Bowser*** Competent assistive technology use does not always transfer from one environment to another. However, if a student has the right skills and supports during transitions from school to post-school environments, continuity of AT use is much more likely. This session will describe the three main aspects of effective transition for K-12 students who use AT; 1) AT Skills for Independence; 2) Self Determination; and 3) Quality Transition Planning. Self determination and AT will be a primary focus. **Key Learning Outcomes** 1. Participants will understand the legal requirements for transition planning and instruction that are included in IDEA 2004 and be able to describe how transition planning can include planning for AT transitions. 2. Participants will be able to describe the essential elements of competent and independent AT use and apply them to transition planning for students that they know.	***Honeysuckle***

3. Participants will learn the six elements of self determination and identify self determination skills that can be taught to their students who use AT.

Voting & Elections: What is Available & What Improvements Can Be Made — ***Acacia***

Presenter: Tammy Patrick

This session will cover some voting basics on how to be an informed voter in Arizona, as well as provide information on what services are available to voters. However, we want to hear from you! Have a suggestion on how to improve the voting experience by mail or at the polls on Election Day? Want to share your story? Come to this session and be part of the solution.

Key Learning Outcomes

1. Voters will better understand their rights under the law and what services are available to them.
2. Voters will know where to locate information to inform their decision making.
3. The Elections Department will gather crucial feedback to ensure that we are fulfilling the needs of the electorate and potentially identify areas where solutions can be found if we have fallen short of the public's expectations

An AT Implementation Success Story: Kyrene School District — ***Bougainvillea***

Presenters: Beth Molaskey, Michelle Fahy

How does one successfully implement assistive technology in over 20 schools? Kyrene's Michelle Fahy will outline the strategies she used to accomplish this with Read&Write GOLD, an award-winning UDL program. Learn how students use these tools to meet the challenges presented by the Common Core State Standards. Examples of how Read&Write GOLD correlates to these standards will be presented. Attendees will receive free trials to use with their students.

Key Learning Outcomes

1. Participants will learn the key steps to successfully implementing an AT tool as a UDL solution across multiple buildings.
2. Participants will learn best practices of how to overcome common setbacks in large implementations of AT software.
3. Participants will leave with practical knowledge of how multiple students benefit from a successful AT/UDL implementation and how it relates to the Common Core Standards.

A Tidal Wave of Tablets — ***Copperwood***

Presenters: Janelle Bauerle, BJ Bolender

Have you ever wanted time to sit down and explore an electronic tablet (e.g., iPad, Kindle Fire, etc.)? Would you like to get your hands on some of the many cases and accessories for iPads and other tablets? Would you like time to explore apps for communication, curriculum, college, career or various executive functions? This won't be another boring lecture; it is all hands-on, self-guided lab time with tablets with more than 700 apps. Staff will be available to answer questions and resources for finding apps and rubrics for evaluating them will be available.

Key Learning Outcomes

1. Increase familiarity with the electronic tablets.
2. Increase knowledge regarding tablet accessories.
3. Increase knowledge of specific apps

AT-BVI: Successful Worksite Considerations for Persons who are Blind or Visually Impaired — ***Desert Willow***

Presenters: Bea Shapiro, Sharonda Greenlaw, Janet Dylla

Study Success, BVI! Last year we peeked at Assistive Technologies used on-the-job for three specific individuals using blindness and/or low vision technologies with a healthy discussion about the inclusion of Braille as an AT tool. This year learn more about what it takes to be successful on the job using screenreading, screen magnification, OCR, video magnification and other AT-BVI Technologies. Bring your questions and be prepared to learn from AT-BVI experts in the field!

Key Learning Outcomes

1. Participants will cite examples of differences between medical diagnosis and functional limitations
2. Participants will list 3 or more examples of AT that support individuals who are blind or VI
3. Participants will name (1) advanced feature of an AT device for persons who are blind or VI

12:30-1:30	**Lunch**	***AZ Grand Ballroom***
1:30-2:00	**Exhibit Hall**	***AZ Grand Ballroom***
2:00-3:15	**Concurrent Sessions:**	
	Switch Access to the iPad for AAC and More! ***Presenter: Mary Sagstetter*** Access to the iPad can be is a challenge for those who have motor challenges. Learn how to access the iPad for communication, and to support instruction. **Key Learning Outcomes** 1. Explain how these recently released innovative technologies promote self- determination and communication independence. 2. Discuss the application of this technology across multiple age and ability groups. 3. Describe how to apply this knowledge to students/clients specific needs for accessible consumer technology.	***Honeysuckle***
	Gompers Habilitation Center: Providing Innovative Opportunities for People with Disabilities ***Presenter: Niraj Parikh*** Gompers Habilitation Center is making great commitments in establishing an advanced Assistive Technology program by investing and building partnerships with visionary organizations. These relationships have led to: SMART Boards in each classroom, customized Adaptive Equipment built by university students, having 3 in house therapists working with Assistive Technology, and most recently establishing an Assistive Technology Specialist position. In this presentation we want to share how Gompers, since 1947, has been an industry leader in providing programs, services, and resources to people with cognitive disabilities in the Valley. Through special education, day training for adults, employment services and now Assistive Technology services, we are committed to assisting these individuals in maximizing their greatest potential. **Key Learning Outcomes** 1. Learn about 3 major services that can change an individual's and Parents/care takers life. 2. Learn how Assistive Technology is changing the outcomes in individual's lives. 3. Allow the community to have a voice in creating a Model Assistive Technology Center that would enhance the outcomes of the individuals at the Gompers Habilitation Center and in the community.	***Acacia***
	AT-DHH: Successful Worksite Considerations for Persons who are Deaf or Hard of Hearing ***Presenters: Sean Furman, Michele Michaels*** Study Success, DHH! Last year we peeked at Assistive Technologies used on-the-job for two specific individuals, one who uses visual technologies as a person who is Deaf and one who uses auditory and visual technologies as a person who is hard of hearing. This year Beca and Michele will share additional details about what it takes for an AT-DHH user to achieve success on the job. Topics covered in this session may include but not be limited to: communication technologies for persons who are Deaf and persons who are Hard of Hearing, mobile devices, telephone access and tips for using interpreters. Bring your questions and be prepared to learn from AT-DHH experts in the field! **Key Learning Outcomes** 1. Participants to be able to cite examples of differences between medical diagnosis and functional limitations 2. Participants to be able to list 3 or more examples of Assistive Technology that support individuals who are Deaf or Hard of Hearing **3.** Participants to be able to name a minimum of (1) advanced feature of an assistive technology device for persons who are Deaf or Hard of Hearing	***Bougainvillea***

	Sonja's Story: Finding My Daughter's Voice ***Presenter: Lisa Montez Stockstad*** This presentation will introduce you to Sonja, a PRC ECO2 with ECOpoint user, who is learning to communicate successfully with this eye-gaze device. The challenges of making language accessible to her which led to the selection of this particular device will be described. The vocabulary pages she uses at home and at school will also be discussed. In addition, the various device mounting options evaluated will be shown which led to a final mounting solution for her wheelchair. **Key Learning Outcomes** 1. Participants will become familiar with the PRC ECO2 with ECOpoint device. 2. Understand how this eye-gaze device best suits a particular user. 3. Become familiar with the various mounting options for this device.	***Copperwood***
	AT tools in the "Gen Ed" Classroom ***Presenter: Hindie Becker Dershowitz*** Are you worried about how your students will be able to access the general education curriculum due to their reading and/or writing issues? Do you have the tools needed to justify to your administration and/or parents that a student needs a certain type of tool? We will look at tools that can be used to make these decisions and tools that students can use to meet their academic tools. **Key Learning Outcomes** 1. Participants will be able to adapt/modify decision making tools to help determine what features are needed by a student. 2. Participants will be able to compare features available in various text to speech tools. 3. Participants will be able to verbalize how they will collect data in evaluating tools that students will be using to meet their goals.	***Desert Willow***
3:30-4:30	**Closing Session & Door Prize Drawings (must be present to win)**	***AZ Grand Ballroom***
	Apps Smack Down! ***Presenters: Matthew Press, Jeremy Legaspi*** Modeled after ATIA, this is YOUR forum to share cool apps. Audience members will be able to plug in their personal device and share with the audience up to 2 minutes of cool app info. Come participate, learn, or both. Hosts Matthew Press and Jeremy Legaspi will share a cool app of their own, and then invite anyone who wants to participate to line up and share as many apps as they desire in a specified time frame. The hosts will provide connectors for the iPad/ iPod/ iPhone. If you use a different device, please bring your special connector to plug into a VGA projector.	

Presenter Information

Anderson, Nikkol

Nikkol Anderson is an occupational therapist and is credentialed as an Assistive Technology Professional through the Rehabilitation Engineering Society of North America. She has 14 years of experience working with individuals who utilize Assistive Technology and AAC. She has experience as a direct service provider and consultant in the field of AAC throughout rural Northern Arizona. She provides direct AAC evaluation, training, and implementation services to individuals with complex communication needs in school and home environments.

Antista, Tracey

Technology was not always on the fore front of my mind as a mother of three, minister's wife, and a 19 year teaching veteran. But being married to a techie hobbyist, forced me to become an iHobbyist myself.

I began teaching in 1994 at a Christian school in Fountain Valley, CA. We then moved to Tucson, AZ in 2003 and I began teaching at Lambs Gate Christian school, which was known for their full inclusion program. In 2011 I changed focus and took my first position as a resource teacher in the public school system, working presently at Hendricks Elementary in the FWUSD.

I have led workshops entitled Art for young Children, Flannelboard Social Stories, Handwriting without Tears, and now my most requested workshop, Apps from an Appoholic. Most recently I served on the planning committee for AzCEC Tuson, Toolbox for Teachers.

Bauerle, Janelle

Janelle Bauerle has been the Arizona Department of Education Assistive Technology Short Term Loan Library Program Coordinator for more than 6 years. In this position she acts as an Assistive Technology resource to school districts across Arizona. Janelle manages an inventory of nearly 2,000 Assistive Technology devices.

Bolender, BJ

BJ Bolender's background includes Special Education teacher, Information Technology, Assistive Technology, and public-speaking. Her experience brings a unique perspective to her work with disability issues and when presenting assistive technolgy information to individuals and groups.

For the last nine years Ms. Bolender has been the Training Coordinator for the ATArizona Disability Awareness and Assistive Technology Training initiative, and she has been instrumental in developing content for ATArizon.com, the primier source for Assistive Technology related information in Arizona. Ms. Bolender's responsibilities also include providing presentations and trainings to the staff of One-Stop Centers and Resource Rooms throughout Arizona. Topics covered include general disability awareness, workplace accessibilty, and hands-on instruction on a wide range of Assistive Technology and the latest mobile devices.

Bowser, Gayl

Gayl Bowser's work as an independent consultant focuses on the integration of technology into the educational programs of students with disabilities. She is the former Coordinator of the Oregon Technology Access Program (OTAP). Gayl provides assistive technology consultation, training and technical assistance throughout the United States and internationally. Gayl has co-authored numerous publications about assistive technology services and is a member of the leadership team of the Quality Indicators for Assistive Technology (QIAT) Consortium. She teaches online classes and webinars. You can learn more about Gayl on her blog at http://www.integrateat.com.

Boyd, Ellen

Ellen is the Deaf-Blind Coordinator for RSA. She has worked in Vocational Rehabilitation for the last 19 years as a Vocational Counselor, Certified and as a VR Supervisor in the Mesa RSA office. She has experience working with individuals who are Deaf, Deaf-Blind, Hard of Hearing and High School students transitioning to the adult world. She received her MA in Rehabilitation Counseling in 2001 and is CRC Certified.

Bunce, Graham

Graham Bunce is a co-founder and owner of Speak4Use, LLC an innovative technology company that develops cutting edge Independent Living Systems for the disabled and aging. With a background in Zoology and Chemistry and 32 years as a financial advisor most recently as a VP with CreditSuisse Graham brings a unique perspective to the Assistive Technology market.

Craven, Alicia

Alicia Craven is an assistive technology coordinator for the Pendergast District in Phoenix AZ. She has 8 years of experience as a classroom teacher of varying types of special education students and has served as AT coordinator for 4 years.

Dershowitz, Hindie Becker

Hindie Becker Dershowitz worked in public schools for 35 years as a special education teacher, Registered Professional Educational Diagnostician and Assistive Technology Team leader. In addition to her administrative responsibilities, as the Assistive Technology Team leader, she conducted assistive technology evaluations and provided support to a case load of students, their teachers and parents, where most of her students spent most of their time in general education classes.

Upon retirement from public schools, she continues to conduct trainings on topics relating to student's use of assistive technology and/or technology tools that they can use to succeed in general education classes. This past school year she has conducted trainings on low and no cost text to speech tools, BYOD/BYOT and Assistive Technology and Mobile Technology, UDL and Assistive Technology.

Dylla, Janet

Over the past twenty five years Janet Dylla has been dedicated to assisting those with low vision. First at St. Joseph's Hospital in Tucson where she established and developed a low vision program, and since 1999 at her own business, Desert Low Vision Services. Janet's technical expertise in low vision rehabilitation was accumulated through attending Southern California College of Optometry, where she obtained an associated degree as an Optometric Technician. She has completed a certificate in Assistive Technology Applications through CSUN, and is also a licensed practical nurse, and an optician. She can be reached at janet@desertlowvision.com.

Fahy, Michelle

Michelle Fahy is the Educational Technology Specialist for the Kyrene School District. She serves as a trainer and mentor to teachers in educational technology.

Ferry, Paul

I am the Statewide Home Modification Construction Coordinator (HMCC). As the Statewide HMCC, I work with the IL and VR Counselors, the client, the family, and the evaluator to develop a plan of accessibility for the client. Although, the Counselor and their Supervisor retain the final decision on what the client receives based on the evaluation(s), the HMCC solicits Project Pricing (Bids) from the RSA Construction Contractors based on their RSA Contract and low bidder is reported to the Counselor for their authorization. The HMCC ensures that the bid specifications are adhered to during the project and it is completed to the satisfaction of all parties involved.

I was an RSA Construction Contractor since 1996 and am a Licensed Remodeling Contractor. I have a Bachelors degree in Management from the University of Phoenix and my background is in Management, Construction, and ADA Accessibility.

Furman, Sean

Sean Furman is one of the two Deaf Specialists employed at Arizona Commission for the Deaf & Hard of Hearing (ACDHH). Sean graduated from Rochester Institute of Technology/ National Technical Institute for the Deaf with a Bachelor of Science degree in Applied Arts and Sciences in Film and Video. Sean has worked in different areas over the years as Program Manager with ARC of Monroe County, Employment Specialist for Valley Center of the Deaf (VCD), and an Educator at Phoenix Day School for the Deaf (PDSD). Additionally, Sean currently holds an Arizona Provisional Class-D (Deaf) interpreter license and is working toward becoming a certified Deaf interpreter (CDI). As a Deaf person, he understands the issues and challenges a Deaf individual faces on daily basis and is passionate in being an advocate for equal accessibility for the Deaf community.

Gortarez, Ann

Ann Gortarez became acquainted with Assistive Technology first as an instructional assistant for students with moderate to severe disabilities, then as a special education teacher; where she worked with many different types of AT and AAC from low to high tech. Her students' use of AT showed her how barriers for students with disabilities could be removed and how students could achieve greater autonomy through the use of AT. She joined the Arizona Department of Education Assistive Technology Team in the spring of 2012.

Greenlaw, Sharonda

Sharonda Greenlaw is a native Michigander with a love for technology! In Detroit, she learned, used and taught access technology to seniors and others who are blind. Arriving in Arizona with her husband, Chris, in 2006, her desire was to truly work in a position where she could help others succeed through the use of technology.

Sharonda worked for RSA for six years, and is currently works for SAAVI (Southern Arizona Association for the Visually Impaired), Phoenix location. She is a member of the Governor's Council on Blindness and Visual Impairments Assistive Technology Committee. Currently, she is a Board member for VRATE. She also was a featured speaker at last year's VRATE conference.

All those who know Sharonda, whether at work, in the community, or in her family, know that access, technology, and people make up a majority of her life!!!

Haller, Allison

Allison Haller is responsible for MultiBank's financial reporting, budget, corporate administration, loan originations, loan servicing, loan review, and website design, development and support. Prior to joining MultiBank in 1995, Ms. Haller worked for Bank of America in the Special Assets division of the Loan Servicing Department from January 1990 until she assumed her position with MultiBank. Previous to 1990, Ms. Haller worked in banking in a variety of positions including Loan Administration, Special Assets, Trust Administration and Real Estate Administration. Ms. Haller graduated from Glassboro State College.

Highline, Mary

I graduated NAU with a dual degree in Elementary and Special Education in 2003. From there I got involved in a model class project that kick-started my interest and involvement in assistive technology. In 2006, I completed my coursework for

my Certificate in Assistive Technology. Then in 2008, I became a member of the FUSD Assistive Technology team.

Iacona, Lesley

Lesley Iacona is a speech-language pathologist and has 6 years of experience in the field of AAC. Ms. Iacona has masters of education degree in communication disorders from Georgia State University. She has experience as a direct service provider and consultant in the field of AAC throughout rural Northern Arizona. Ms. Iacona provides direct AAC evaluation, training, and implementation services to individuals with complex communication needs in school and home environments. She has extensive education and experience working with children with autism.

Keeney, Mary

Mary Keeney's background is in Speech-language Pathology. She earned her undergraduate and her M.A. in Communication Sciences and Disorders. Prior to joining the Arizona Department of Education as an Assistive Technology Specialist, she worked in the public schools as an SLP for 18 years. She worked with students with both low- and high- incidence disabilities in all kinds of educational settings, including students who use AAC.

Kennedy, Bruce

Bruce Kennedy has worked with people with disabilities for over 30 years, in the classroom, in the community, developing residential programs and employment opportunities while advocating for individual rights and inclusive policies. 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 as well as post graduate work in Counseling & Rehabilitation at the University of Arizona.

Kugler, Sean

I am a husband and father of two. I have been the Assistive Technology for Flagstaff Unified School District #1 since October 2005. I have also served as Special Education Teacher, AT Team Leader, Peer Technology Coach, Wrestling Coach, Cross Country Coach, Adult Educator and Teacher Trainer in my time with FUSD#1. I completed my Masters in Special Education (Cross Categorical) in January 2011. I received my Certificate in Assistive Technology from NAU in August 2007. I completed my ATACP from CSUN in 2001. Prior to coming to FUSD#1, I worked for Rehabilitation Services Administration for the State of Arizona as an Information Technology and Assistive Technology Specialist, working with staff and clients to help provide a platform for success. I love what I am doing!

Legaspi, Jeremy

Jeremy Legaspi, M.S, CCC-SLP, received his B.S. from Arizona State University in 2003 and his M.S. from Northern Arizona University in 2005. Jeremy currently works at Foundations Developmental House in Chandler, AZ. He is licensed by the state of Arizona and a member of the American Speech and Hearing Association. Jeremy has extensive experience assessing and treating children with a variety of communication disorders. He specializes in autism, AAC, sensory based feeding disorders, phonological disorders and childhood apraxia of speech. Jeremy is currently pursuing a graduate certificate in Assistive Technology through Northern Arizona University.

Marsters, Aaron

Aaron Marsters has worked the past 14 years helping individuals with physical, sensory, cognitive, and learning challenges to unlock their potential using technology integrated instruction. He has a dual Bachelors Degree in elementary and special education, a Masters Degree in low incidence special education and a Doctoral Degree in special education.

Aaron's AT experience encompasses a wide range: evaluating student needs, providing a range of technology accommodations, conducting virtual and hands on training and support, ensuring student access to accessible instructional materials and curricular support focusing on differentiated instruction and Universal Designs for Learning. For the past three years he has been the Assistive Technology Instruction System Specialist for the Department of Defense Dependents School System-Europe. He supports the assistive and educational technology needs of the family members of our overseas US Armed Forces. Aaron has extensive experience teaching diverse general and special education populations at the secondary and elementary level.

McMullen, Thomas

Thomas McMullen M. Ed. brings 16 years of exceptional experience working both in the classroom and in educational software. Thomas' classroom experience includes several years teaching in the Los Angeles Unified School District. With a passion for improving the lives of all students, Thomas has assisted schools and districts in implementing software literacy solutions to meet the instructional needs of targeted student populations including At Risk Students, English Language Learners and Students with Disabilities.

Michaels, Michele

Michele 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, information, and referrals to Arizonans. She began working in the field of hearing loss 20 years ago. 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 ASU Tempe. In 2011 she graduated from the Certified Public Manager program at ASU Downtown.

Mickelson, Brian

When I was 18 I got into a car accident that left me with a C-4/5 Spinal Cord Injury, and 1 foot. After my life had been turned upside down I had some trouble getting back on my foot. Once I faced my disability head on and started dealing with and adjusting to my disability, I started utilizing more assistive technology, and I became pretty resourceful. I started with Vocational Rehabilitation as a client and really liked what VR could do to help people improve their lives so I made it my goal to work for VR. I obtained a Bachelors in Social Work from ASU, and applied for/ accepted a position as a Rehabilitation Technician.

Milano, Christine

Christine primarily focuses on the administrative aspect of the AzTEDP. Her passion is to improve the quality of life for those with all degrees of hearing and vision loss. Christine also studied American Sign Language at Phoenix College and has 12 years of experience working with the Deaf, Hard of Hearing and Senior populations. This path has led her to AzTEDP where she now facilitates presentations to colleagues along with one-on-one demonstrations to the most needy of clients.

Molaskey, Beth

Beth Molaskey is a Territory Sales Director with TextHELP. She has 11+ years of experience in the educational technology industry and a keen awareness of how technology enables students to be successful in and out of the classroom.

Montez Stockstad, Lisa

Lisa Montez Stockstad is a mother of 3 special needs children, Sonja (12), Luke (9), and Cole (7). Her interests in assistive technology started with Sonja who has cerebral palsy, is non-verbal, and uses a wheelchair. Her sons are autistic and she has used her experiences with Sonja to advocate for them as well as other special needs children and their parents. Lisa's background as a mechanical engineer and materials scientist graduate (ASU) have enabled her to research, evaluate, problem solve, and implement solutions for her children. She is also a past graduate of Partners in Policymaking, a frequent attendee of AZ TASH/AZWINS seminars promoting inclusion, and a current member of the Chandler Chamber Community Foundation Leadership Institute.

Nunez, Ana

With approximately 13 years of experience in the field of Transition, Ana has served in a variety of roles. Having a bird's eye view of her sister's experience and struggles through the transition process first exposed her to this field and has been the source of her passion ever since. Ana has worked as a Transition Specialist providing transition services to young adults still in high school. She has also worked as an Employment Specialist assisting young adults recently out of high school with transition services including, but not limited to, seeking employment and orientation and mobility services. Ana has also spent some time teaching in a multi-age classroom where some students received accommodations for their disability-related needs. As a Transition VR Counselor, Ana had the opportunity to assist high school students with identifying and planning transition services within the development of their Individualized Plan for Employment (IPE), and as a VR Unit Supervisor had the opportunity to help other VR Counselors do the same.

Currently, Ana is serving as the Statewide Transition Coordinator for Arizona Rehabilitation Services Administration, Vocational Rehabilitation. Throughout the course of all these experiences, Ana has developed relationships and maintained rapport with individuals who serve the transition population from different perspectives (i.e. Division of Developmental Disabilities, AZ Department of Health and Human Services, etc.). Ana has a positive attitude and encourages others to use the same optimistic tone when serving young adults!

Nurse, Shelby

Shelby is an engaging 22 year-old college junior student with significant disabilities, currently attending USFSP in Florida and is considered a national example of successful transition outcomes. The story of the fictional "Sharon" highlighted in the Work, AT & Transition-Aged Youth article could just as well reflect much of Shelby's real life. Shelby will help share her experiences and perspective on quality transition implementation.

Nurse, Thomas

Thomas wears many hats: as a father, an advocate, an educator and as a special needs focused financial advisor. Through the lessons learned as part of his daughter Shelby's journey, along with the insights garnered as the former Training Director and Project Director at Florida's statewide Parent Training and Information Project, Tom continues to assist families as they help plan for the future of their own children with special needs.

Odom, Jane

J ane 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 for 9 years where she taught AAC device users alongside professionals about how to use and implement AAC devices in everyday life.

Parikh, Kavita

Kavita Parikh has been a committed Occupational Therapist for the past 7 years and has dedicated herself to serving children, adults and their families with Disabilities. Kavita obtained a Bachelors of Science degree in Exercise Science from University of California, Davis. She then went on to receiving her Masters of Occupational Therapy degree at Samuel Merritt College. Kavita is also the co-founder, Occupational Therapist and Director of Operations for Kratu, Inc. which is an organization that provides Assistive Technology Assessments, Functional Capacity Evaluations, Workstation Evaluations and more to aid Veterans and other citizens of Arizona to achieve their vocational and educational goals.

Parikh, Niraj

Niraj Parikh has been dedicated in providing Assistive Technology (AT) services to people with disabilities for over 10 years. He has worked in collaboration with various universities in order to establish Disability Resource Centers on the university campuses, which continue to aid students with disabilities in achieving their educational goals. Niraj is currently the founder and Assistive Technologist for Kratu, Inc., which is an organization that provides AT and Rehabilitation services to individuals within the state of Arizona. Kratu, Inc. helps individuals with disabilities achieve their vocational and educational goals through AT assessments, AT training, Individual Living assessments, Ergonomic evaluations, Occupational Therapy services, Wheelchair evaluations, Technology consultations/training and more. Kratu, Inc. prides itself on delivering services with individualized care, up-to-date knowledge, and commitment to the individual and his/her goals.

Niraj Parikh is the Assistive Technology Specialist at Gompers.

Patrick, Tammy

Federal Compliance Officer for Maricopa County Elections Department, Ms. Patrick is tasked with serving the 1.9 million registered voters in the greater Phoenix Valley. She collaborates with community and political organizations to create a productive working relationship with the goal of voter participation. In May of 2013 she was selected by President Obama to serve as a Commissioner on the Presidential Commission on Election Administration (www.supportthevoter.gov), the pinnacle of her career thus far.

The organizer of the 2007 Native American Voter Outreach Summit, Ms. Patrick is dedicated to voter education, outreach, and empowerment. She continued this work with the EAC's working group on Language Assistance for Unwritten Languages and has served on the Election Center Task Force on Education and Training, their Benchmarking Team, and Legislative Committee. As co-chair of the Election Center's Postal Committee, she represents the elections community on the Mailer's Technical Advisory Committee (MTAC) to the United States Post Office. Her efforts in supporting good stewardship via sound data collection and analysis has afforded her inclusion in The Democracy Index, a position on the Pew Elections Performance Index Advisory Board, and recognition by the Ash Center for Democratic Governance and Innovation at Harvard Kennedy School of Government. Ms. Patrick has a bachelor's in American Studies from Purdue University and has attained accreditation as a Certified Election Voter Registration Administrator through the Election Center/Auburn University. She has worked in the elections field since 2003 and continues to share practical application of election administration via commentary publication in the Public Administration Review, contributing to the TGDC/NIST UOCAVA working group demonstration project, and the IEEE P1622 working group on common data formats for election results reporting.

Pierz, Betsy

Betsy Pierz is a special education Teacher at Knoles School in Flagstaff Arizona. She graduated from Northern Arizona University (NAU) with a BS degree in Elementary and Special Education in 2008. In2011, Betsy graduated from NAU with a Masters Degree in Special Education (Severe and Profound) and received a Certificate in Assistive Technology. Since 2011, she has worked in a variety of special education teaching positions in the Flagstaff Unified School District – teaching students with low incidence and high incidence disabilities. Currently, Ms. Pierz is working in an elementary communication and sensory based classroom for students with autism and other related disabilities.

Pleasant, Jill

Jill Pleasant, MA, OTR/L, had been the AzTAP Program Director from 1999 until 2008 and is delighted to be back in this position once again. She is an occupational therapist and assistive technology specialist with many years of professional experience in variety of healthcare and educational settings in Arizona, Florida, and New York, and has worked extensively with individuals of all ages who have a wide range of disabilities. Jill believes strongly that assistive technology is an essential, but under-utilized tool for improving independence and quality of life for persons. She has presented at numerous international, national, regional and state conferences on topics related to assistive technology across the age span.

Predebon, Sheri

I have been an SLP for 14 years and have primarily worked with the pediatric population. I began working with Saltillo approximately one year ago and love helping people with their communication challenges via AAC.

Press, Matthew

Matthew is an assistive technology coordinator for the Pendergast District in Phoenix Arizona. He is an occupational therapist and has 14 years of experience between the two fields. Matthew teaches courses on assistive technology at the university level and has presented at ATIA for the past 9 years.

Ronn, Amy

Amy Ronn is an Arizona native that grew up on the east-side of town in Mesa but found herself going back to the small, mountain-town of Flagstaff from her studies to starting her career. In 2010, Amy graduated from Northern Arizona University with Bachelor's degrees in Elementary Education, Cross-Categorical Special Education and Spanish language. During her studies at NAU, Amy, was accepted to a specialized program called PRAXIS so that she may study both of her educational Bachelor's degrees together while working on practicum hours in a variety of specialized programs through-out Flagstaff Unified School District. While in school, Amy's passion for assistive technology was not only "sparked" by a college professor but also a fellow teacher within the school district. From 2010-2012, Amy was able to take her expertise abroad as she started her career implementing technology in SEI classrooms from southern Mexico to Ecuador. Amy is currently teaching at Marshall Elementary School in a Medically Fragile classroom that focuses on sensory and communication needs with her low-incidence students. In the near future, Amy hopes to study her Master's in Low-Incidence Special Education.

Sagstetter, Mary

Mary Sagstetter joined AbleNet in June of 1998, with over 11 years of professional experience in the field of Special Education. In her current role as Business Development Manager, Mary focuses on providing awareness of AbleNet's growing portfolio assistive technology solutions for individuals with disabilities. Her responsibilities include supporting increasing visibility and educating U.S. schools about the AbleNet portfolio of assistive technology solutions. In addition, Mary presents at national conferences and has provided assistive technology and curricular trainings for organizations across the nation**.**

Schoen, Betty

Currently serving as the Region 1 Transition Specialist for Arizona Rehabilitation Services Administration, Vocational Rehabilitation program, Betty first began working with high school students with disabilities in 2000. When she started working with the "Transition" population, Betty found her passion as well as her career. Betty has worked with partner agencies such as Arizona Department of Education Exceptional Student Services, Division of Developmental Disabilities, Office for Children with Special Health Care Needs, and Division of Behavioral Health Services staff through the Arizona Community of Practice on Transition to develop better resources and raise awareness of how various stakeholders work with students. Betty's favorite aspect of her job is providing resources to students, educators, and other transition partners, and working with other statewide stakeholders in the development of local Communities of Practice throughout Arizona. (Find out more at www.SharedWork.org).

Sclease, Jill

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 began her career at Banner Good Samaritan Rehabilitation Institute and moved to Barrow Neurological Institute Rehab in 2008, working in inpatient and outpatient settings with a focus on brain and spinal cord injury. Her focus has always been to identify ways to assist the client in becoming as independent as possible.

Jill served on the board of the Arizona State Therapeutic Recreation Association (ASTRA) for several years and was President from 2000-2001. Along with a fellow co-worker, she started the first Animal Assisted Therapy Program in Arizona in 2002. She achieved recognition as a Spinal Cord Injury specialist from Banner Good Samaritan Rehabilitation Institute in 2006. Over the years, Jill has given numerous conference presentations on a variety of topics, including Aquatic Therapy, Recreation Therapy, Animal Assisted Therapy and Sexuality following a Disability. In 2009, Jill was awarded the "Outstanding Professional" award by the Arizona State Therapeutic Recreation Association.

Jill joined Driving To Independence in 2010 focusing on independent and safe driving for individuals with spinal cord and brain injury, visual deficits as well as senior evaluations. Jill successfully completed the testing requirement to become a Certified Driver Rehabilitation Specialist (CDRS) in August 2011.

Jill lives in Mesa with her family, she enjoys swimming, photography, reading, boating, fishing and time with her family and friends.

Shapiro, Bea

Bea is the AT-IT Consultant for Rehabilitation Services Administration with a specialty in Blindness/ Visual Impairments. In addition to the BVI Specialization, Bea has extensive experience working with AT for other disability groups including Deaf-Blind and blindness with physical access and has been working in the field since 1991. Bea holds certificates from CSUN (ATACP) and has completed the Master's level certificate courses in Assistive Technology from NAU. Bea is a member of the Governor's Council on Blindness and Visual Impairments Assistive Technology Committee.

Siegler, Dan

Dan has been with the State of Arizona for the last six years. The first five years with Rehabilitation Services Administration and this last year with Employment Service Administration. In his role as a navigator he is responsible for providing referral

and resource information to individuals with disabilities who are looking into the workforce. Other duties have him working with youth who are transitioning out of high school and come into the one-stop Center looking for work or furthering their education.

Dan has helped mold and grow the Assistive Technology Lab at the Maricopa County Workforce Connections One Stop, the goal of which is to provide accommodations to job seekers who may have barriers and have never been exposed to accommodations in the workforce. This showcase lab, located at 95th Ave and McDowell, offers computers with a variety of AT software and hardware devices available for use.

Taylor, Tamara (Tami) J.

Tami earned her Bachelor of Science degree in Speech Language Pathology and Audiology from Northern Arizona University and completed her Master's degree in Speech Language Pathology at the State University of New York at Buffalo. Tami has worked with varied caseloads in the area of speech language pathology with all ages in the state of Arizona, covering therapy services in the public schools, inpatient and outpatient hospital therapy services, as well as private clients through her privately owned therapy company. Throughout her career, she has had a specialized emphasis working with children and young adults in the areas of assistive technology, augmentative/alternative communication, and language disorders associated with Autism.

Tami holds the Certificate of Clinical Competency (CCC) from the American Speech Language Hearing Association (ASHA), has a regular Arizona license as a Speech Language Pathologist, and an Arizona Department of Education certification in speech language therapy. She has served on the Executive Board and committees of the Arizona Speech-Language-Hearing Association (ArSHA), including the role of President. She has served as the ASHA State Education Advocacy Leader (SEAL) for the state of Arizona. In 2002, Tami received the ArSHA Presidential Award of Excellence. She is currently a member of the ASHA Division 12 (AAC division) and a member of the International Society for Augmentative and Alternative Communication (ISSAC).

Thompson, Vicki

Vicki Thompson is the Program Planner for the Arizona Telecommunications Equipment Distribution Program (AzTEDP). She provides outreach, training, and information on how Arizonans with hearing or speech difficulties can best use the telephone. She began working in the telephone field about ten years ago, coinciding with the start of her American Sign Language studies. Vicki does all she can to not only help people with the application process, but ensure that each person gets the equipment that works best for their own personal needs and that they know how to use it. Vicki graduated with a B.A. in Special Education from Doane College, Crete, NE.

Urbina, Marta

Marta Urbina serves as Chief for the Office for Children with Special Health Care Needs (OCSHCN) within the Bureau of Women's and Children's Health at the Arizona Department of Health Services and responsible for overseeing the Maternal and Child Health Services, Title V Block Grant for children and youth with special health care needs. Marta has previously served as the OCSHCN Clinical Programs Executive Coordinator, guiding parent and youth leadership, coordinating staff activities related to family support and community development, chaired the cultural competence committee and responsible for information and referral.

The OCSHCN works to promote and improve systems of care for children and youth with special health care needs (CYSHCN), their families, and the communities in which they live. OCSHCN maintains its critical Title V role by assisting families in accessing appropriate care and services for CYSHCN, promoting the increased involvement of families and youth within OCSHCN, other ADHS programs and other child-serving agencies, providing training on best practices related to medical home, cultural competence, pediatric to adult transition and family centered care, and funding contracts for respite and palliative care, overnight stays that enable families to stay near their hospitalized CYSHCN and increased inclusion of CYSHCN in health and wellness activities.

Walker, LaConda

LaConda earned her BS in Communication Disorders from Murray State University (Kentucky) and completed her MA in Health, Physical Education, Recreation, and Dance with an emphasis in Therapeutic Recreation, also at Murray State. She is certified as a Therapeutic Recreation Specialist and holds a K-12 Speech Language Technician license through the Arizona Department of Education.

Following receipt of her master's degree, LaConda served both children and adults with disabilities using a variety of communication technologies. Previously, she was employed as a Speech Therapist in Virginia. She also was employed as a Therapeutic Recreation Specialist in hospital and acute and skilled care settings. In addition, to her clinical work she also was employed as a full time lecturer at Longwood University. In her most recent position, as a Speech Therapist in a Tucson area school district, she was responsible for the evaluation and development of communication skills necessary for academic and community success. During summers, LaConda participated in assistive technology camps where children used augmentative communication devices.

LaConda is a member of the International Society for Augmentative and Alternative Communication (ISAAC), the American Speech-Language-Hearing Association (ASHA), including membership in ASHA's Special Interest Division 12 (AAC Division), the Arizona Speech and Hearing Association (ArSHA) and the American Therapeutic Recreation Association (ATRA).

LaConda has experience teaching, providing training, and technical support to clinicians, teachers, and families of device users.

Walsh, Jean

I am a Special Educator with a Masters in Education. I taught students with significant disabilities in Georgia and Colorado for over 15 years. I retired from teaching a few years ago. I presented at 'Closing the Gap' for 14 years and have been an ATIA presenter. I also presented at regional Assistive Technology Conferences in Arizona and Colorado. For the past seven years I have worked exclusively in the Augmentative Communication Field. Currently I am a consultant for Saltillo Corporation covering Colorado, Utah and Wyoming.

West, Valerie

I graduated with a B.S. in Speech Pathology and Audiology and an M.S. in Clinical Speech Language Pathology from NAU. Recently I acquired my certification in Assistive Technology. I have been working as an SLP since 1999. I am passionate about helping children and adults who need help communicating with the world around them. I believe everyone has something important to say, and we need to know how to listen.

Wilkins, Linda

Linda Wilkins graduated from Colorado State University with a BS degree in Occupational Therapy in 1976, and from Northern Arizona University with a Masters degree in Early Childhood Education in 2001, with special emphasis on coursework involving assistive technology. Linda began working in pediatrics in 1977 in rural Northern Arizona as a traveling therapist in private practice. In 1981, she began working in the Flagstaff Unified School District (FUSD) where she was a founding member of the assistive technology team. Currently, she continues to work for FUSD while also consulting to small rural school districts in Northern Arizona.

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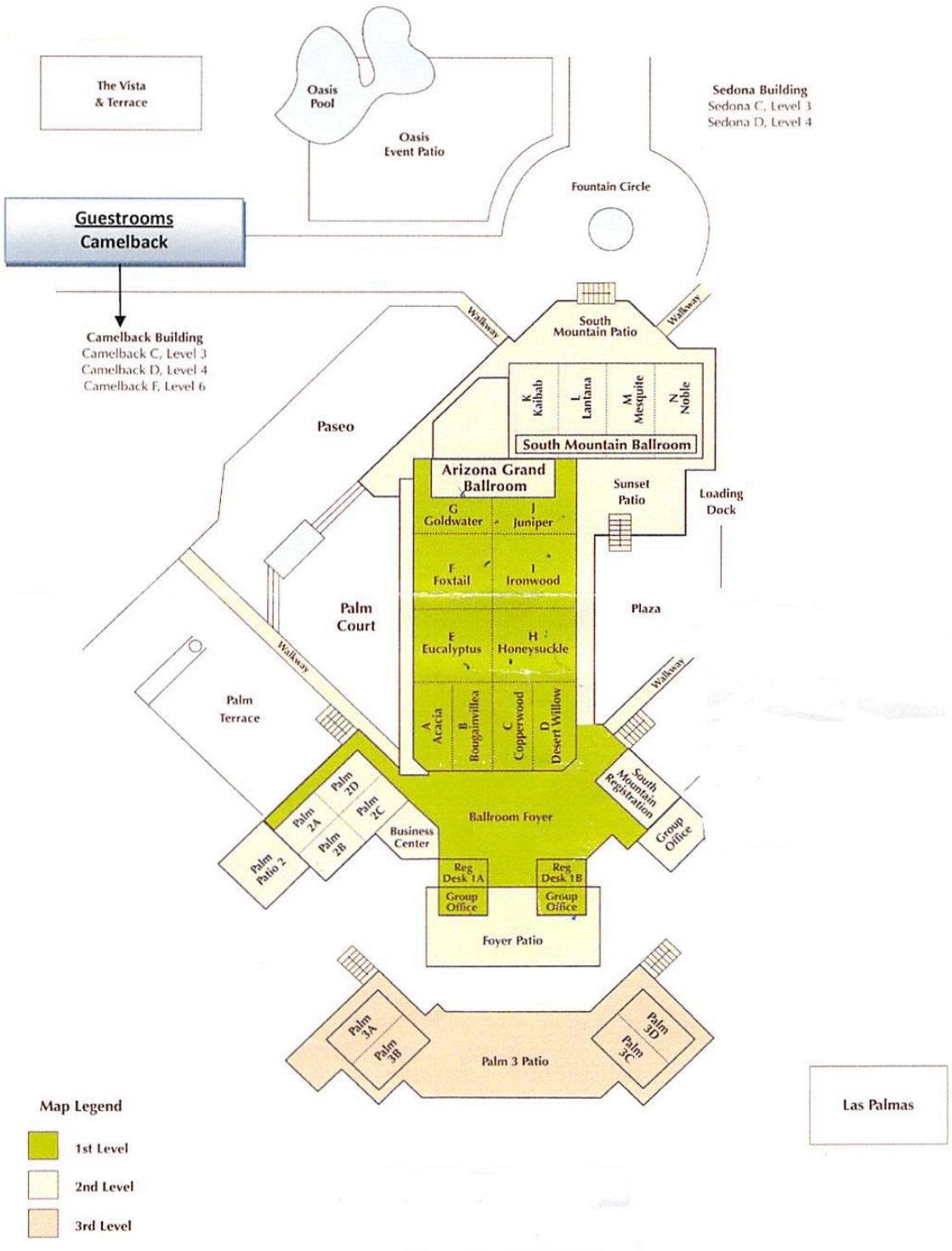

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