

SESSION DESCRIPTIONS (Draft-Partial)

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.

| PRE-CONFERENCE WORKSHOP: Sunday, July 20 | | |
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| 7:30-8:00 | Registration | |
| 8:00-4:00 | Full Day Preconference Workshop: AT BOOT CAMP | |
| <p>AT Boot Camp Workshop Presenters: Mike Marotta, Kirk Behnke Strand: All - Cross Categories</p> <p>The AzTAP AT Boot Camp is a one-day live training course designed to provide a foundation of knowledge in the area of assistive technology for those newer to the field of AT and for those who need a larger foundation of knowledge. Often, service providers come into assistive technology from another field (teacher, OT, PT, SLP, etc.) and need to quickly understand the scope of delivering assistive technology services to consumers with disabilities. This one-day training will address a broad scope of AT devices and services with a national perspective of resources.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Gain an overview of areas of assistive technology applications and processes that surround good implementation practices. 2. Explore through hands-on activities and real world scenarios, an array of assistive technology tools that could meet the needs of students with disabilities and those who struggle to learn, including 504 and ELL 3. Build personal learning networks through information resources and interpersonal connections, in a safe learning environment. | | |
| DAY I: Monday, July 21 | | |
| 8:00-9:00 | Registration, Breakfast & Exhibit Hall | <i>AZ Grand Ballroom</i> |
| 9:00-10:15 | Welcome and Keynote Presentation | |
| <p>Beyond Manuals: Creating New Possibilities for Technology Presenter: Haben Girma</p> <p>Technology will open doors for those who take the time to learn about the options, experiment with different devices, and imagine new uses for the devices. Imagine what Helen Keller would have accomplished if she had access to an iPhone and braille display. New tools appear on the market, in the AppStore, every day, constantly expanding our choices. Individuals with disabilities may need to use technology creatively, finding new uses for devices. As a deafblind student at Harvard, and then later a lawyer, most of what I have done would not be possible if I did not take the time to explore these tools.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 4. Learning to Think Like a Developer 5. Knowing how to Ask Questions About Technology 6. Learning to Envision Uses for Technology Beyond the Obvious | | |
| 10:15-10:45 | Exhibit Hall | <i>AZ Grand Ballroom</i> |
| 10:45-12:00 | Concurrent Sessions: | |

Accessible and Adapted Toys

Presenters: *Nikkol Anderson, Lesley Iacona*

Strand: Early Childhood

This presentation will introduce participants to the general importance of play, and the common barriers children with disabilities face that prevent them from accessing play materials. It will provide information concerning what to look for when purchasing toys using universal design principles. You will be given resources to find specialized, adapted toys, as well as information you can use to safely make your own adapted toys. We will not be fabricating adapted toys in this course, but we will have many examples of both purchased and fabricated adapted toy materials, including switch adapted toys, infrared toys, adapted books, and switch access hardware for the iPad for attendees to explore.

Key Learning Outcomes

1. Participants will be able to identify 5 skills that children typically develop through play.
2. Participants will be able to identify 5 features to look for when evaluating toys for universal design.
3. Participants will be able to identify resources they can use after this presentation to find adapted toys or make their own.

Know Your Rights: Due Process Rights under Arizona Health Care Cost Administration and the Affordable Health Care Act

Presenters: *Edward Myers, Sarah Kader*

Strand: Policy – Service Delivery

The training will focus on funding issues for the Arizona Health Care Cost Containment System and teach individuals to self-advocate in getting their assistive technology. The presentation will also speak to coverage and enforcement provisions of the Affordable Health Care Act as implemented in Arizona and how it impacts funding for assistive technology.

Key Learning Outcomes

1. Audience will have a working knowledge of Medicaid law.
2. Audience will have a basic understanding of the Affordable Health Care Act as implemented in AZ.
3. Audience will leave with knowledge of enforcing their due process rights under both AHCCCS and ACA.

Digital Interventions for “Document Disorder”

Presenter: *Mystie Rail*

Strand: Post-Secondary / Transition

In our current social and educational contexts, it's so easy to get distracted, and even easier to feel overloaded with all the information coming at us at once. Many of us are left feeling anxious, stressed, and scattered. Is it possible to move through this fast-paced world with a calm and clear presence? We say yes. In this workshop, we'll discuss a variety of practices that cultivate mindfulness and creativity that can be applied to the challenges of education, technology, and modern life. Learn how to use apps like Evernote, Skitch, and Livescribe to tame your own document disasters. Learn how teachers and students can use this kind of software to stay organized (both in and out of the classroom) and to reduce their reliance on paper!

Key Learning Outcomes:

1. Learn the advantages and challenges of using Web 2.0 tools and synchronized apps for the integration of assistive technology into the e-learning environment
2. Learn methods for both faculty and students to use Web 2.0 and networked mobile devices to engage and help to stay organized
3. Learn how to use Web 2.0 tools and apps for collaborative and cooperative learning environments to improve student learning outcomes

Nettie's Nickel 4 FATE (Functional Assistive Technology Evaluations) in the K-12 setting

Presenter: *Nettie Fischer*

Strand: Education K-12

The efficiency of the AT assessment process is influenced by the information provided at the start of the referral and concludes with a comprehensive report that contains a summary and AT recommendations that address the defined area/s of need. All of the ingredients for a comprehensive Assistive Technology assessment in the K-12 setting will be presented in this interactive, PowerPoint supported lecture. Participants will learn who should be included in the transdisciplinary team, what information to request and review, what assessment tools can be used in the assessment process and what information to include in the written report to support their findings and assist in procuring the recommended AT options (software, hardware, etc.).

Key Learning Outcomes

1. How to determine and gather information relative to the student's skill level, primary disability and targeted area of need
2. How to determine the appropriate tools to support a comprehensive AT assessment - timelines and team members
3. What to include in a comprehensive report; data, characteristics of recommended AT considerations, suggested goals, etc.

The World from a Thumb's Point of View!

Presenter: *Luis "Gus" Estrella*

Strand: Independent Living

This presentation is about a boy who was able to graduate from high school then proceeded to earn a bachelor's degree from a national university. You will hear stories where the only individuals he could communicate with were his family and friends. You will also hear stories of when assistive technology was introduced in his life and helped break through language barriers. You will hear stories about how assistive technology broke the barriers in: Education, Employment, Personal Relationships, and Activities of Daily Living.

Key Learning Outcomes

1. A better understanding of the need for AAC.
2. A better understanding of what possible with AT.
3. A better understanding of life with challenges.

10:45- ***Vendor Spotlight*:** *ActiveForever Medical, Safety & Productivity Device Innovations*

11:20 **Interactive: Latest Developments & Trends in Assistive Technology Devices**

Presenter: *TBD*

We will be showing demonstration video of a few devices, but most of the devices will be present and handed out to attendees to test and try, and ask about. My presentation style is very interactive, educational and energetic. We engage attendees to share insights and discoveries such as: unexpected ways a device helped someone.

We will also be covering the topic of field evaluations; how they're typically performed, and what type of technology might help AT Specialists best complete and submit their home and client AT evaluations.

We're a responsive organization (and a bunch of technology whiz's), who are in process of building a mobile application that will help streamline the eval, reporting, submission and client follow up process.

Key Learning Outcomes

1. Learning more about what devices exist
2. Learning about each way the devices can help, and
3. Learning how to better evaluate and cause positive outcomes

11:25- ***Vendor Spotlight*:**

12:00

12:00- **Lunch (Provided)**

AZ Grand Ballroom

1:00- **Exhibit Hall: Open to the Community**

AZ Grand Ballroom

6:00

1:30- **Concurrent Sessions:**

2:45

App Attack: Google Chrome Edition!

Presenters: Aaron Marsters, Mary Keeney

Strand: All – Cross Categories

Join this fast-paced session to discover awesome Google Chrome extensions and apps designed to increase accessibility when using Google's Chrome web browser. Discover free and paid apps to increase productivity and access to daily life activities which include: reading, writing, organizational skills, collaboration and communication. Bring your laptop or Chromebook and be ready to discover and share the latest accessibility supports from the Chrome Web Store.

Key Learning Outcomes

1. Define Chrome Extensions and apps
2. Locate, download, and trial Chrome extensions and apps
3. Identify barriers to web accessibility and match Chrome extensions and apps that may reduce or eliminate these barriers

RSA - ERGO

Presenters: TBD

Strand: Employment

Xxxxx

Key Learning Outcomes

1. Xxx
2. Xxx
3. Xxx

Building Your Own Digital Content

Presenter: Mike Marotta

Strand: Education K-12

With the new technology available to all (iPads, tablet technology, Chromebooks, etc) - we have an opportunity to engage people with print disabilities like never before. Using free digital tools and mobile apps - make your information come alive for your all learners. Bring your own tablet technology to personally experience the power of these learning tools.

Key Learning Outcomes

1. Participants will explore free and low cost tools to create engaging digital content for students.
2. Participants will create their own digital content using tools demonstrated.
3. Participants will obtain valuable on-line resources to continue learning process after the session.

Integrating Easy Tech Tools Throughout the School Day

Presenter: Mary Sagstetter

Strand: Education K-12

Easy-tech tools such as switches, easy-tech communication aids, and simple environmental control units provide powerful support and control for individuals with disabilities at home, school and around the community. In this session, we will explore an array of these devices and learn powerful examples for real world application. We will also see that by connecting these tools together, individuals with disabilities can achieve an even greater quality of life.

Key Learning Outcomes

1. Identify / state three Easy- tech AAC Devices and list 2 practical applications for the school settings
2. List common opportunities for Easy-tech solutions that are often overlooked.
3. List one idea/ strategy "Take Away" for application or colleague networking upon returning after the conference.

TBD

Presenters: Carolyn Phillips

Strand: TBD

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| | <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. xxx 2. xxx 3. xxx |
| <p>1:00-1:35</p> | <p>*Vendor Spotlight*: BlueSky Designs</p> <p>Considerations When Choosing a Mounting Device</p> <p>Presenter: Mary Kay Walch</p> <p>Mounting systems help to optimize access to technology and more. With the wide variety of mounting options available, it is important to be familiar with feature considerations to determine the best mounting recommendation for an individual's functional independence, well-being and quality of life. Commercially available mounts are easy to obtain and can be cost effective. Simpler mounts may be inexpensive, but when more complex needs are involved it is necessary to recommend mounting solutions that will meet those needs. Issues relating to independence, precise repositioning of devices, ease of use by caregivers and flexibility should be considered. Demonstration and hands-on experience with a movable mount will be provided.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. List 5 feature considerations in choosing a mounting device for optimizing physical and visual access to devices. 2. Set up a movable mounting system with multiple lock positions for an individual's needs (ie, one position for optimal access, and one for transfers). 3. Attach multiple devices (iPad, communication device, phone, laptop) to a movable mounting system. |
| <p>1:40-2:15</p> | <p>*Vendor Spotlight*: TBD</p> |
| <p>2:30-3:45</p> | <p>Concurrent Sessions:</p> |
| | <p>Current Trends in AT for K-12: National perspective</p> <p>Presenter: Kirk Behnke</p> <p>Strand: Policy – Service Delivery</p> <p>Explore, ponder and discuss with colleagues the current issues and trends surrounding assistive technology (AT) devices and services for public schools and districts. First we will look at the past developments in AT with the legal evolution of access, then we will explore a brief from the National Center for Technology Innovation (NCTI) 2009, as well as explore the 2010 National Education Technology Plan. Current issues up for discussion will be (but not limited to) student assessment, Universal Design for Learning (UDL), digital instruction, digital materials and the use of mobile technologies. These current technology-related issues are catching the attention of many state and local education agencies with the development of operational guidelines surrounding implementation and development of technology in general. Assistive technology tools, devices and services have been interwoven into the fabric of least restrictive environment (LRE) to afford access to the general curriculum for our special needs students for many years (since IDEA 2004). However, with the onset of "Bring Your Own Device" (BYOD) or "Bring Your Own Technology" (BYOT) in addition to mobile technologies being used by all school personnel, district operational guidelines are blurring the line of assistive and instructional technology.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Participants will be able to demonstrate trends regarding past assistive technology policies. 2. Participants will be able to discuss current AT trends in the realm of LRE and Access to the General Curriculum. 3. Participants will be able to discuss one policy issue surrounding BYOD/BYOT. |
| | <p>Upright Posture: Success for Young Children with Physical Challenges and/or Multiple Disabilities</p> <p>Presenter: Gayle Wiens</p> <p>Strand: Early Childhood</p> |

Young children that fail to gain head control or those that cannot sit and use their hands to play often fail to make significant yearly progress, even with the best of care. The ADAPT Shop is finding new approaches to help these children be more successful and begin to progress in all areas of development. I will share the many things I have learned from working with more than 300 children and families at ADAPT Shop. Examples of progress will be shared from the initial data collection for a case report.

Key Learning Outcomes

1. Participants will gain new ideas for helping children with challenging bodies become active participants in activities and interactions.
2. Participants will understand how upright postures can contribute to facilitating normal development even in children with serious delays.
3. Participants will gain new ways to see ability and potential in children with serious delays.
- 4.

Connecting the Dots: QR Codes as an AT Solution Snap

Presenter: *Mystie Rail*

Strand: All – Cross Categories

You see those strange looking squares everywhere, but how easy are they to make and how can you use them as an assistive technology solution? Join me to learn what QR codes are, how to use them as an AT accommodation, and how to make them! We will cover the endless possibilities of integrating QR codes for assistive technology “on the fly” and discuss many possible solutions to use QR codes in education, employment, and independent living. The possibilities are only limited by your imagination!

Key Learning Outcomes

1. Learn simple steps to create QR codes “on the fly”
2. Learn how to implement practical uses of QR codes as an accommodation
3. Learn and identify the many potential uses for QR codes as an assistive technology support tool

Home Modification and Home Modification Evaluations – Here’s the Scoop from RSA

Presenter: *Paul Ferry*

Strand: Independent Living

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.

Mentoring, Modeling, and Skyping: AAC With Help From My Friends

Presenters: *Krista Howard, Katie Yonker, Tami Taylor*

Strand: AAC

This session will share ideas for having individuals who use AAC provide direct or indirect support to other people who use AAC. Specific strategies for selecting, training, and supporting models and mentors will be described. Key presenters Krista and Katie will share first hand experiences and knowledge of AAC use with success and struggles and how they are able to provide mentorship to others as they progress on their journey of life using AAC as a method of communication.

Key Learning Outcomes

1. Select appropriate candidates to be AAC models and mentors.
2. Train candidates, and set up mentoring and modeling opportunities, including role-playing activities.

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| | <p>3. Provide scaffolding for successful mentoring and modeling events and opportunities, and take data on outcomes.</p> |
| <p>2:30-3:05</p> | <p>*Vendor Spotlight*: Rauckit Consultants What You Need to Know About Eyegaze Presenter: Allyn Auck A 30 minute video presentation by Nancy Cleveland, Medical Director of LC Technologies, describing the history of LC Technologies, how eye tracking works, medical and safety considerations, who might benefit from using an Eyegaze System, and how to evaluate someone for potential eyegaze use. Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. The participant will understand how eye tracking works 2. The participant will understand what medical conditions affect use of an Eyegaze System 3. The participant will understand how to evaluate someone for potential Eyegaze use |
| <p>3:10-3:45</p> | <p>*Vendor Spotlight*: TBD</p> |
| <p>4:00-5:15</p> | <p>Concurrent Sessions</p> |
| | <p>Let it Grow: Enhancing Augmented Communication from Where You Are With What you Have Presenters: Jerolyn Allen, Sarah Williams, Tami Taylor Strand: AAC This session will provide you with a way to increase your student's ability to use their current functional augmented communication system in social and unstructured academic activities, while continuing to enhance academic interactions. Examples of data collection systems that can be accomplished in a quick and easy to analyze format will be provided. Categories of language stages will be provided that allow quick grouping of students based on current strengths and provide appropriate functional intervention techniques based on individualized needs. Practical intervention solutions will be shared, including websites, language labs, resource lists, and activity lists. Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify the specific functional communication abilities of their students, recognizing language strengths and weaknesses of their communication system (examples are: verbal speech, low or high tech voice output communication device, picture communication symbols). 2. Create an individualized plan for each student that can be implemented in the classroom setting with simple data collection techniques that facilitate continuous assessment for flexible teaching patterns using the student's in place communication system. 3. Increase the interactive communication skills of their students in unstructured social and functional activities while maintaining and generalizing structured communication patterns, taking communication success beyond structured academic intervention using guides and resources provided in the workshop. |
| | <p>Assistive Technology on a Shoestring Budget Presenters: Matthew Press, Alicia Craven Strand: Education K-12 Have you been told "No, we don't have money to buy that. No, you can't go to that conference," but you still have things that have to get done for students? How do you still meet the needs of the students when you feel like your hands are tied? Let's go back to our roots! It's time to go back to our garages, break out our tools, scraps, and creative minds to get things done. In this session, we will share a bunch of low cost ideas covering a range of technology interventions, professional development, and getting the most bang for your buck for whatever limited budget you might be lucky enough to have! Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Participants will be able to name at least 10 low cost ideas to implement. 2. Participants will name at least two resources for getting free or cheap professional development. |

- Participants will name at least two resources for creating or obtaining equipment at free/reduced prices.

Ten Essential AT Options for a Successful Transition

Presenter: *Joyce Palmer*

Strand: *Post-Secondary / Transition*

The session will focus on presenting eight AT software and app options for Transition and Employment. Each AT option will include the following components: Description of AT, Demonstration of use, Possible implementation for Transition and/or Employment, Acquisition options – purchase, free etc., and Support options. The Hand Out will contain a comprehensive narrative about the components of the AT options for future reference. High priority will be given to the 'Demonstration of Use' component of each AT option. There will be time for questions and discussion at the end of the session.

Key Learning Outcomes

- Anticipated Outcomes: The skills to explore and discern from the wide-ranging options of AT available
- The knowledge of the stages of implementation of AT, as well as the individuals and organizations to pursue for support
- The attitude of persistence to remain confident in the life-long learning that is essential when implementing AT to increase functional capabilities in both personal and work environments

Touchscreens, Smart Phones & Voice Technologies Used with & without Home Automation Controllers for Increased Independence within Living Environments

Presenter: *Kevin Davis*

Strand: *Independent Living*

Today's digital and connected home presents new possibilities for AT convergence leading to greater independence in home and living environment controls. This presentation will explain and demonstrate current technologies utilizing IP, Wi-Fi, radiofrequency and infrared to control: lighting, hands-free communications (hands-free text messaging & telephony; nurse/attendant call & intercom systems), Media Equipment Operation (Apple TV, Roku and other media managers, TV, Cable & Satellite Receivers, DVR and PVR systems), Security (hands-free door locks, door openers, camera systems), HVAC control, and hands-free control of electric beds to name a few.

Key Learning Outcomes

- Better understanding of today's Home Control Technologies that go beyond X-10 including INSTEON, Z-wave, Zigbee, Infrared, Serial, Wi-Fi, and IP.
- Better understand the methods for use by persons with disabilities such as voice, switch control and combining switch & voice control
- Understand the limitations in using Siri (iOS) and Google Voice Assistant (Android) for ECU functions

Technology for Notetaking: Tools to Help Students Capture and Organize What They Learn

Presenter: *Shelley Haven*

Strand: *Post-Secondary / Transition*

Whether taking notes in class, gathering Web research, or creating a textbook study guide, student success relies on the ability to effectively capture and organize information from a variety of sources. This session will demonstrate tools to support the "knowledge management" process, from smartpens, digital notebooks, and annotation tools to everyday tech such as digital cameras and smartphone apps. Presentation will also describe notetaking strategies that leverage these technologies.

Key Learning Outcomes

- List the four components of an effective "knowledge management" system
- Describe challenges to effectively taking notes in class and during self-study or research
- Identify tools and associated strategies that assist with capturing and managing information collected in class, from books, online, and from other sources

4:00- ***Vendor Spotlight*: TBD**
4:35

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| 4:40-5:15 | *Vendor Spotlight*: TBD | |
| 5:00-6:00 | Networking Reception | AZ Grand Ballroom |

DAY II: Tuesday, July 22

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| 7:00-8:00 | Breakfast & Exhibit Hall | AZ Grand Ballroom |
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| 8:00-9:15 | Concurrent Sessions | |
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Just ASK (Accommodation Strategy Kit)
Presenter: Mystie Rail
Strand: All – Cross Categories
 How are we preparing our future employees with present practices? Technology is considered "the great equalizer," giving people with disabilities better opportunities to communicate, learn, participate, and achieve greater levels of independence. As future employees, our students and adults with disabilities face unique challenges, so as professionals we need to provide them with a portfolio of solutions before they enter the workforce. The best accommodations are unique to the individual but equipping them with the ability to perform competitively in the workplace is not. Join me to learn methods to design AT & Accommodation "portfolios" or an ILP (Individual Life Plan) for students to use in post-secondary or the workforce.

Key Learning Outcomes

1. Understand common job-related issues for transition age youths
2. Identify accommodation ideas for transition age youths, including related safety and communication issues
3. Learn to identify accommodation needs and how to create an e-portfolio that can be used as an "Individual Life Plan"

aPPs from an aPPaholic: Digging In
Presenter: Tracey Antista
Strand: Education K-12
 This fun, hands on (BYOD) workshop will allow you to learn how to use the iPads accessibility features. You will also see how those features can be used so students can have access to larger texts, write without pencil, and read a book even with the help an app. Do you need some fun apps (that are student approved) for your students remedial needs? There will be a list of apps given out at the end of the session. Next, You will see some students work samples, and learn how to use those apps. Finally, a little fun and games, and hopefully a spark of inspiration, by discovering how some apps can facilitate and motivate even the most reluctant student learners. If you have a need, there's probably an aPP for that!

Key Learning Outcomes

1. To share information with others on the basics of the iPad's built in features.
2. To show how various apps can be used as a remedial tool for learners.
3. To encourage the use of the iPad as assistive technology, so students can complete classwork independently.

Optimizing Device Positioning for Access, Mobility, Health and Independence
Presenter: Mary Kay Walch
Strand: All – Cross Categories
 This presentation will focus on the use and beneficial effects of accessible movable mounts in the positioning of a range of devices, including ipads/tablets, laptops, speech devices and trays devices for optimal access and independence. Case studies, hands-on device demonstrations will be used to describe the needs and solutions for improved access from a wheelchair, bed, and table as well as universal design in the classroom. Benefits include increased independence in performing functional

skills, easier access during transfers, increased visibility for driving, access to multiple devices, improved interactions with others. Psychosocial benefits result from increases in independence & self-esteem, as shown in a study by Ithaca College.

Key Learning Outcomes

1. Identify device mounting/positioning alternatives and components which improve access to various devices in different settings (home, school, work, community) and on a variety of items (wheelchair, bed, tables, floor stand).
2. List 5 benefits and medical justifications for a movable mounting and positioning system.
3. Examine the functional and psychosocial impact of using a mounting system.

How to Train Your Dragon: Talk Your Computer into Automating Those Repetitive Office Tasks

Presenters: *Brian Mickelson, Dan Siegler*

Strand: Employment

This session will demonstrate practical ways advanced users of Dragon Naturally Speaking automate repetitive tasks they are faced with on a daily basis. Come learn from professionals how to design, build, and implement macros that they use on a daily basis. No previous knowledge of or experience with Dragon is required. This session will demonstrate how to train dragon to automate simple & complex tasks. Think about the repetitive tasks you do on a daily basis & be prepared to ask how they can be automated to save you time and frustration!

Key Learning Outcomes

1. Gain basic knowledge of Dragon's automation capabilities.
2. Glimpse how to build a macro step by step
3. Learn tips & tricks for advanced users

AAC and Multiple Disabilities

Presenters: *Brenda Del Monte, Melanie Conatser*

Strand: AAC

As therapist and teachers we understand all too well the unique challenges our students with multiple disabilities face as we strive to give them opportunities to communicate and participate throughout the day. It takes a team approach to consider all factors, select the best technology and then personalize each feature to meet the needs of these unique individuals. How do we address hearing loss, vision impairments, and motor limitations when trying to improve communication skills? Advances in technology open up a whole new world to students with multiple disabilities. Actual studies will be used to demonstrate how to pair student needs with AT and AAC solutions to improve communication and participation.

Key Learning Outcomes

1. Learn iPad apps and other technology to address hearing loss, vision impairments, motor limitations, low cognition, and complex communication needs.
2. Understand the pros and cons of a variety of low and high Assistive Technology and Augmentative and Alternative Communication solutions to enhance learning for students with multiple disabilities.
3. Learn to problem solve how to implement technology to increase student independence and function using practical planning and assessment resources.

8:00- ***Vendor Spotlight*:** *AbleNet*

8:35 **iOS7 Switch Control by AbleNet**

Presenter: *Mary Sagstetter*

Switch accessibility like you've never seen before.

Never before has a mobile operating system come with such a powerful switch accessibility tool set built directly into the operating system. With one or two switches connected via Bluetooth, users with significant physical disabilities can easily access an iPad, iPhone, or iPod Touch, running iOS 7, to do tasks like using an AAC app, writing an email, browsing the internet, watching a video, or listening to music. Every app, every screen item, is now accessible!

Key Learning Outcomes

1. Participants will be able to set-up iOS 7 Switch Control with a single switch and auto scanning.
2. Participants will be able to set-up iOS 7 Switch Control with dual switches and step scanning.
3. Participants will be introduced to using an AAC app, writing an email, browsing the internet, watching a video, or listening to music though using single or dual switches accessing iDevices using a BLUE 2 switch.

8:40-9:15 ***Vendor Spotlight*: TBD**

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

Nettie's Nickel 4 Comprehensive AT Report Writing to Support a Districts Offer of FAPE

Presenter: *Nettie Fischer*

Strand: Education K-12

The ingredients for a comprehensive Assistive Technology Report for the K-12 setting will be presented in this interactive, PowerPoint supported lecture. Participants will learn how to design a personal report template that supports their writing style, assessment and service delivery style by using readily available tools in Microsoft Word. Participants will be invited to interactively participate in this session and offer the report options that work for them as well as glean report 'tricks' from the presenter's 15 years of experience in the K-12 setting as a RESNA Certified and California Department of Education Nonpublic Agency Assistive Technology Professional.

Key Learning Outcomes

1. What to include in an AT Report that is completed to support a school districts offer of FAPE
2. Understand the importance of data to support your AT recommendations
3. How to incorporate AT services to support IEP goals and acknowledge a school based responsible service provider/teacher

Vehicle Solutions – from Recommendation to Execution

Presenters: *Jenny Nordine, Chad Blake*

Strand: Independent Living

This session will provide attendees with a glimpse into the detailed process needed for a successful vehicle modification. As you can imagine, each individual we serve has unique needs and expectations, each vehicle is different from year to year, each manufacturer and model and a variety of adaptive equipment is limited and compatible to different vehicles. This can include differences between vehicle manufacturer and accessibility conversions when recommending accessible vehicles.

The presenters will approach the successful driver/passenger solution from the perspective of client and vehicle evaluator working as a "team" with the mobility equipment vendor who specializes in compatibility of specific equipment.

Key Learning Outcomes

1. Attendees will understand the need for an evaluation and a team approach to vehicle modifications
2. Attendees will understand the steps involved in a variety of vehicle modifications from simple to complex
3. At the conclusion of this course, participants will have a general knowledge of a wide variety of equipment available.

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

Presenter: *Shelley Haven*

Strand: Post-Secondary / Transition

Many bright students struggle academically because of weak executive functions -- the mental processes used to manage time, get started, stay focused, organize, plan, recall information, multitask, and self-regulate. Lacking such productivity skills, students may be mistakenly seen 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, reduce distractions, organize materials and

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| | <p>information, readily access knowledge, and break large projects into manageable parts.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify key strategies to address challenges in each of eight executive skill areas 2. List examples of technology tools that can support or enhance these key strategies 3. Explain why technology to support executive functioning is most effective when coupled with skill-building strategies |
| | <p>Differentiation by Google Presenter: Aaron Marsters Strand: Education K-12</p> <p>Did you know that over 25 million school and college age students are using Google Apps for Education? Attend this session to explore and discuss how Google Apps for Education can be used to differentiate instruction and provide flexible learning options for students with disabilities. This session will highlight features found within Google Docs and Calendar to improve: writing, research, communication, organization, assessment and motivation.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Identify features within Google Apps for Education to support the writing process 2. Identify features within Google Apps for Education to support study and organization skills 3. Show how Google Apps for Education can be used as a tool for differentiation |
| | <p>AAC Implementation Strategies Presenter: Brenda Del Monte Strand: AAC</p> <p>You have the AAC technology...now what? There are three main areas of communication that need to be addressed when implementing AAC: Choice Making/Vocabulary Building, Strengthening Core and Social Language. Let's learn functional ways to teach choice making and increase expressive and receptive vocabulary. But we can't stop there! Teaching core words is an essential part of AAC implementation. These high frequency, reusable vocabulary words provide a child with functional and motivating vocabulary for communication in the home, classroom and community carry over. And we can't forget that social language is the single most motivating type of communication but is rarely targeted in therapy. Together we create a complete communicator.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Learn how to teach reliable choice making and yes/no responses. 2. Understanding how and why we teach core words 3. Implementation strategies to enhance social relationships |
| 9:30-10:05 | <p>*Vendor Spotlight*: QwikEyes Qwik Eyes-Lending Sight to the Blind Presenters: Bryan Duarte, TBD</p> <p>QwikEyes is a cutting edge assistive technology that is taking the blind and low-vision community by storm! With the advocacy of Arizona State University, and the combined mentorship and resources of Launch Point of Mesa, QwikEyes is poised to launch their service to the market. QwikEyes is a service provided to blind and low-vision customers who are in need of visual assistance in their daily life. QwikEyes will allow blind users to have immediate access to sighted assistance through their smart phone or tablet. Our one-click app will connect the customer to a live representative who will provide accurate and detailed visual information when it matters most.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Information about the latest technology 2. Ability to provide feedback on the service 3. Usefulness of daily sighted assistance for the blind |
| 10:10-10:45 | <p>*Vendor Spotlight*: TBD</p> |
| 10:45-11:15 | <p style="text-align: center;">Break & Exhibit Hall</p> <p style="text-align: right;">AZ Grand Ballroom</p> |

11:15-
12:30

Concurrent Sessions:

AT is in the mATh

Presenter: *Bruce Kennedy*

Strand: *Post-Secondary / Transition*

Assistive Technology used to aid student understanding in the various levels of mAThematics curricula comes in a variety of no/low tech, mid tech and high tech tools and strategies in support of the Arizona College & Career Ready Standards. AT supports can include hands-on manipulatives, work sheet color coding strategies, various devices, tools, computer software, mobile device applications and supportive web sites. Come to this session to calculate assistive technology support for students and people that may need assistance in math for activities of daily living and employment.

Key Learning Outcomes

1. Identify a continuum of assistive technology tools, devices and strategies to support students in meeting AZ College and Career Ready Mathematics Standards.
2. Identify strategies for using devices and supports beyond the classroom to include math in transition, employment and activities of daily living.
3. Selecting appropriate tools and/or devices to meet individual needs.

A Holistic Solution for People with Aphasia or Apraxia: Lingraphica Speech-Generating Devices, Apps, and Online Services

Presenter: *Brianne Kosch*

Strand: *AAC*

People with aphasia and apraxia are characterized with unique strengths, weaknesses, wants and needs — yet the solutions offered to them tend to be one-size-fits-all. After more than 30 years of research dedicated to people with aphasia, Lingraphica has adopted a three-pronged approach to rehabilitation for this unique population, including Speech Generating Devices, Apps for Therapy/AAC and Online Therapy Solutions. This session will demonstrate the multiple rehabilitation solutions that Lingraphica has designed specifically for people with aphasia. Participants will learn how this holistic approach can be used independently or in combination with one another to meet the unique needs and requirements of people with aphasia

Key Learning Outcomes

1. Identify specific examples of Lingraphica SGDs and their functions designed specifically for the unique needs of individuals with aphasia and related communication disorders
2. List a variety of Lingraphica apps appropriate for assessment, AAC and Therapy for people with aphasia and related communication disorders.
3. Understand the benefits of an online therapy environment for both the person with aphasia (user-friendly interface) and the speech-language pathologist (automated data collection).

iOS Transition Toolkit for Students Who Are Blind or Low Vision

Presenters: *Allison Hilliker, Darrell Shandrow*

Strand: *Independent Living*

Introduce 4 accessible apps for iOS that will be helpful for students transitioning into higher education: Bookshare Read2Go, Learning Ally, AFB AccessNote, and Sendero Look Around. Demonstrate how the apps work with Voiceover and a Braille display and give practical strategies for how students can incorporate them into their daily learning. We will also provide a question and answer session at the end. We will be drawing from our own experience as former blind students as well as professionals in the assistive technology field.

Key Learning Outcomes

1. Learn how to search for and read accessible textbooks.
2. Learn how to use an accessible note-taking app.
3. Learn how to use assistive technology to enhance orientation and mobility skills.

Getting Students Up to Speed - Accommodation Tools and Strategies for PARCC/CCSS

Presenter: *Beth Molaskey*

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| <p>Strand: Education K-12</p> <p>Using technology tools can serve to enhance the strategies of meeting the Standards in Common Core. It can also give vital practice prior to using tech accommodations on the PARCC Assessments. This breakout session will cover those Read&Write Gold tools which are considered accommodation tools on PARCC and can be practiced in the classroom setting. In addition, several literacy specific strategies for meeting the Standards using Read&Write Gold tools will be presented so you can hit the ground running!</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. xxx 2. xxx 3. xxx |
| <p>A.T. Evaluation for the Deaf and Hard of Hearing for Employment: Identifying the Barriers and Technology Options</p> <p><i>Presenter: Virginia Thompson</i></p> <p>Strand: Employment</p> <p>The presentation will address the identification of the barriers for the Deaf and Hard of Hearing and the issues to consider. Explore technology options, including commonly used technology. Addressing the current skill and technology comfort level of the clients when considering how to address the barriers, and the future needs. This is important to improve the chances that the technology will be used. In addition, use vocational counseling approach to determine additional needs for the client to learn about ADA and self-advocacy. The technology is only as effective as the person using it.</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Understanding of the various barriers for the Deaf and Hard of Hearing. 2. How the vocational counseling approach to take a holistic approach is used to identify strengths and needs. 3. Learn about the different technology options for the Deaf and Hard of Hearing. |
| <p>11:15-11:50 *Vendor Spotlight*: TBD</p> |
| <p>11:55-12:30 *Vendor Spotlight*: TBD</p> |
| <p>12:30-1:30 Lunch (Provided)</p> |
| <p>1:30-2:00 Exhibit Hall</p> |
| <p>2:00-3:15 Concurrent Sessions:</p> |
| <p>RSA - DHH</p> <p><i>Presenters: TBD</i></p> <p>Strand: Employment</p> <p>Xxxxx</p> <p>Key Learning Outcomes</p> <ol style="list-style-type: none"> 1. Xxx 2. Xxx 3. xxx |
| <p>Fast Track to Freedom... How Disabled Individuals Can Obtain Extra Funds for Home Modifications through Their Home Mortgage</p> <p><i>Presenters: Kenneth Brosh, Gary Hayes</i></p> <p>Strand: Independent Living</p> <p>Being a 41 year old who has lived with Muscular Dystrophy since the age of 14, I understand firsthand the need for assistive devices, adaptive equipment, and an accessible home. Often, people with disabilities go for long periods of time waiting to fund expensive accommodations. Through Home Mortgage loan programs, we can eliminate unnecessary waiting periods; helping individuals to lead safer and more</p> |

productive lives. With the proper knowledge, home buyers and existing home owners can finance home modifications and needed equipment into their mortgages, allowing them to spread the expense of modifications over many years. Topics to be discussed will include loan programs, eligibility, potential uses of obtained funds and timelines from initial contact to completion.

Key Learning Outcomes

1. Participants will be fully aware of the various ways a person with a disability can finance assistive technologies into their home mortgage.
2. Participants will be able to choose the best course of action for client independence, with less restriction due to client monetary resource limitations.
3. Participants will understand the urgency in which people with disabilities need assistance. They will then make the correlation between the reduction in wait time for equipment and the Home Mortgage Loan programs.

Touring the ADE Consideration Guide for AT to access AZCCRS

Presenters: Sean Kugler, Betsy Pierz, Amy Ronn, Kasie Hamman

Strand: Education K-12

The FUSD AT Team will take you on a tour of the ADE Consideration Guide: Assistive Technology To Access Arizona College & Career Ready Standards. Providing information on how to use assistive technology to provide students access in the general education classroom. Utilizing the guide to demonstrate ways assistive technology can be used as educational tools for all students to reach educational goals. We will delve into using multiple modalities to benefit all students.

Key Learning Outcomes

1. Participants will know how to use the Consideration Guide from ADE.
2. Participants will understand more how assistive technology for one can be educational technology to others.
3. Participants will feel more comfortable with how AT can be used in the classroom.

Video Modeling for Individuals with Autism Spectrum Disorders in the Classroom and Workplace

Presenters: Mary Keeney, Suzanne Perry

Strand: All – Cross Categories

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Key Learning Outcomes

1. xxxx
2. xxxx
3. xxxx

Synchronized Text, the Human Voice and a new Ally: Learning Ally is Changing the Way Students and Teachers Approach Accessible Books

Presenter: Paul Edelblut

Strand: Post-Secondary / Transition

These are not your parent's accessible books! Innovations in synchronization with the human voice have given new life to the textbooks, literature and novels that Learning Ally produces for students with learning differences. VOICEText, when paired with the newest ally for teachers and students alike: Teacher Ally is changing the way students access their instructional materials. This presentation will reveal the impact that using both VOICEText and Teacher Ally has had in schools across the country and how it can change your program for the better. Research shows significant improvements in students who use audiobooks, both with text/Braille or audio alone.

Key Learning Outcomes

1. Participants will leave with a knowledge of what assistive technology can be used to playback Learning Ally's DAISY content
2. Participants will learn how to use the new Teacher Ally
3. Participants will learn best practices for delivering content in today's classroom.

2:00-
2:35

***Vendor Spotlight*: TBD**

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| 2:40-3:15 | *Vendor Spotlight*: TBD | |
| 3:30-4:30 | Closing Session & Door Prize Drawings (must be present to win) | <i>AZ Grand Ballroom</i> |
| | TBD <i>Presenter: Carolyn Phillips</i> XXXX | |



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