2019 IHD Evidence for Success Disability Conference

July 14th-16th, 2019
We-Ko-Pa Resort and Conference Center
Scottsdale/Fountain Hills, AZ

EVIDENCE FOR SUCCESS
Combined Disability Conference
Welcome 2019 Conference Participants!

We want to welcome you to the 2019 Evidence for Success Disability Conference. The conference is designed to facilitate the achievement of our vision at the Institute for Human Development - Arizona University Center on Disabilities (IHD-AzUCD): that people with disabilities fully participate in all life experiences. Our mission is to promote full inclusion by advancing attitudes that value persons with disabilities and enhancing access to all aspects of the human experience.

Conferences require considerable time, effort and collaborative planning to be successful. Our partners and contributors deserve recognition: the Arizona Department of Education, Exceptional Student Services; the Arizona Rehabilitation Services Administration; the Arizona Developmental Disabilities Planning Council; and last but not least, our presenters and exhibitors who are the heart of this conference. Special thanks and appreciation also go to our conference planning committee members and our volunteers. Finally, we would like to acknowledge the We-Ko-Pa staff who are dedicated to making this conference enjoyable for everyone!

We hope that over the next couple of days, you are energized by the content of the sessions you attend and conversations with people you encounter. Please enjoy the conference.

Kelly Roberts, Ph.D.  
Executive Director, IHD-AzUCD

Jill Pleasant, MA, OTR/L  
Assistant Director, AT Services

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Monday, July 15th

7:45 - 8:45
Registration & Breakfast

8:30 - 8:45
American Indian Prayer Service

8:45 - 9:00
Welcome Remarks

9:00 - 10:15
Upside Down, Inside Out, & Backwards
#101 | Wassaja Ballroom
Therese Willkomm
Seeing the world upside down, inside out, and backwards becomes a strength and not a weakness. This presentation discusses a personal journey of how Tourette’s syndrome and learning disabilities becomes a gift that transforms “shame to fame”. Together, we celebrate “being different is the new normal” and a powerful key to success.

Participants will be able to
• Describe at least three solutions that can be created seeing the world upside down
• Identify three key people who influence the success of children with disabilities
• Describe how Tourette’s syndrome and learning disabilities can lead to an abundance of creativity

10:15-10:45
Break & Exhibit Hall

Tools and Materials for Making Hundreds of Assistive Technology Solutions
#202 | Room 109
Therese Willkomm
This workshop will discuss and demonstrate how hundreds of solutions can be made with everyday tools and materials. The tools will include basic hand tools for cutting and shaping various types of plastics, foam and wire. The materials that will be discussed include ten different specialty tapes; five different types of plastic materials; three different clamps; and four types of hook and loop for rapid fabrication.

Participants will be able to
• Differentiate “behavior” vs. sensory needs.
• Understand how deficits in sensory processing and self-regulation inhibit functional AAC use.
• Understand how sensory support strategies facilitate functional AAC use.

10:45-12:00
#201 - #209

Addressing Sensory Needs Transparently and Appropriately within any Environment
#203 | Room 108
Raymond Heipp
This session focuses upon creating sensory feedback for individuals appropriately and transparently in any given environment. All too often, environments create the need for sensory breaks and releases without giving some means for them. In other cases, sensory items and techniques are taught in a vacuum with the expectation that they will work in all circumstances. Finally, the outside world incorrectly propagates a one size fits all mentality. The reality is that individuals will need differing modes of sensory feedback depending on the environment. We will look at socially appropriate therapies, which can be included in any environment and are good for all. We will also experience sensory items which can blend into activities naturally without creating external distraction for others.

Participants will be able to
• Identify sensory items, which can become transparent within an environment.
• Practice techniques which can be used for AAC
the sensory benefits of all in any given environment.

• Define what makes an item or technique appropriate and recognize items and techniques which are not appropriate.

Mainstream Apps for Quality of Life
#204 | Room 106
Sean Kugler & Dorianne Pollack

Join us to learn how to use apps that keep universal design in mind. Many of us know there are apps out there that are considered assistive technology. Learn how many apps are accessible for both iOS and Android and how those apps can be used to bridge the accessibility gap within environments.

Participants will be able to
• Expand one’s understanding of built in accessibility features within iOS and Android.
• Know how to use the accessibility features within smart phones can help individuals interact with their environment.
• List apps that can help users interact with the materials on their smart phones.

Accessible Technology Considerations to Support Educational Independence
#205 | Room 105
Tiffanie Zaugg

Through the use of assistive technology (AT), students with learning disabilities are successfully and independently pursuing post-secondary education. To meet their unique learning needs, students must be informed, have access, and utilize various features of AT that support their reading, writing, and organizational needs. Session participants will gain an understanding of considerations related to the identification and use of AT features critical to promoting independence in these areas.

Participants will be able to
• Understand key considerations related to the identification and use of accessible technology features critical to promoting independence.
• Identify at least three components of critical technologies that can support independence in the areas or reading, writing, and organizing.
• Access a list of potential tools that will support independence in a post-secondary setting.

Implementing Eye Gaze Technology & Communication for Emerging Communicators
#206 | Room 104
Patrick Brune

Emergent communicators are a group of individuals who are gaining increased opportunities to participate in their learning and communication through eye gaze technology. Sometimes we’ve seen a high-tech speech-generating device (SGD) placed in front of our emergent communicator with the expectation that they will start communicating spontaneously, and when that doesn’t happen everyone becomes frustrated. There are many cognitive and motor skills a student needs to learn before being able to use eye gaze for a range of everyday activities. Not all students may progress to using eye gaze for communication and computer access, however any progression in their eye gaze skills will improve their opportunities for active participation in learning and daily activities.

Within this presentation, participants will review technical and functional aspects of eye tracking technology as it applies to Tobii Dynavox AAC language and communication solutions for the emergent communicator. All attendees will review hardware options and software solutions for communication while reviewing strategic resources for implementing best practices when applying eye gaze technology for communication and learning.

Additionally, we will discuss a resource from Tobii Dynavox called the “Eye Gaze Pathway”, which provides the family and user with a variety of activities to practice this access method as well as applying it to communication and learning activities. This web-based pathway includes videos and communication tips to increase the skills of purposeful eye gaze as well as increase vocabulary development. We will discuss the steps of the process including Screen Engagement, Responding, Exploring, Targeting, Choosing, and Full Control to develop the skill of using eye gaze to communicate and to learn.

Participants will be able to
• Identify at least two “no fail” interactive solutions supporting screen engagement and learning.
• Identify two different language solutions that can be used with eye tracking for the emergent communicator.
• Recall at least two implementation steps to developing eye gaze skills for the emergent communicator.
Trauma-informed Care and Supports for Adults with Disabilities
#207 | Room 103  EBP
Ronda Jenson

Many people have histories of physical, emotional, and/or sexual abuse that result in trauma. Unique power and control dynamics experienced by people with disabilities can contribute to risk of these traumatic experiences. Being trauma-informed begins with realizing the prevalence of trauma and recognizing how trauma affects the people of your program, organization, or system. The next step is to put the following principles into practice: promoting a personal sense of safety, being trustworthy, providing choice and control, sharing power through collaboration, and empowering by being strengths based. When supporting individuals with disabilities, are we trauma-informed? Do we recognize trauma histories, the effect on full and active engagement in the community and forming healthy relationships, and improve our ways of providing support? Do we put all of those principles into practice? This session will explore what being trauma-informed means for professionals supporting individuals with disabilities. The presenter will share examples of how to be more trauma-informed and tools for self-evaluating your professional practice.

Participants will be able to
• Identify the key attributes of trauma-informed care for adults with disabilities.
• Identify the ways in which trauma experiences affect the full engagement of persons with disabilities in the community, work, and daily living.
• Identify what trauma-informed practices and policies look like at the organizational and professional levels.

The Ultimate Classroom Tool/Rubric: Teachers of Low Incidence and Autism
#208 | Room 107  EBP
Mo Buti

Do you teach or support a classroom of all students with autism or intellectual disabilities and want to have the best program where students will progress in making educational, social, and behavioral gains? If yes, you have come to the right place! During this session, we will give you a snapshot review of an awesome tool/rubric to guide you through this process, demonstrating strategies, examples, and links supporting all areas (school culture, classroom environment, academics, behavior, social, sensory, health and hygiene, transition and more). Come to this fast-paced session and leave with ideas to improve your program!

Participants will be able to
• Identify a minimum of three areas to improve the physical structure of their program (classroom set-up, schedules, visual supports, sensory spaces and more).
• Identify a minimum of three behavioral supports.
• Identify a minimum of three supports to enhance communication and/or social skills.

Tempe’s BEST: Building Employment Supports & Training
EBP  #209 | Room 102
Michele Stokes, Max Ryser & Nanette Odell

This session will present information on Tempe’s BEST - Building Employment Supports and Training - Program. The presentation will detail how Tempe is changing municipal culture in the workforce through Developmental Disabilities (DD) cultural and linguistic competency training and hiring to
• Modify recruitment practices and policies to increase employment outreach to employee individuals with DD;
• Change hiring procedures and policies to direct and increase “customized employment” opportunities;
• Share the Tempe’s BEST Program model and experience to influence other municipalities and businesses to adopt inclusive hiring practices.

Tempe’s BEST’s main goal is to increase employment for workers with Developmental Disabilities (DD).

Participants will be able to
• Learn the conceptual framework and implementation of Cultural and Linguistic Competency as it applies in a municipal setting.
• Understand the barriers to employment and strategies used to overcome them in a municipal environment.
• Receive information on the Tempe Employee Disability Culture Survey, and how the data has been used.

12:00 - 1:00
Lunch

1:30 - 6:30
Exhibit Hall Open to the Community and Poster Sessions
Building Intentional Communities for Young Adult AAC Users

Jane Odom & Candice Steel

Do you know a young adult who uses AAC who is about to or is going through a major life transition like graduating high school, going to college, moving to a group home or wanting to work? Are you wondering how is this person's complex communication going to be supported in adulthood? Or are you working with a teen or adult with complex communication needs who needs support? AAC users and people with CCN are just like typical people; they have dreams and goals; they want to show the world their potential; they want to connect with other people; they want to have relationships beyond their inner circle; they want to be a part of something bigger than themselves. When working towards better communication skills, community is strengthened, and self-confidence continues to improve. This session will dive into the importance of building community for young adult and adult AAC users. We will explore activities that support improved communication, empowerment and computer access to build life long learners and connections. When complex communicators can truly voice their opinions, thoughts, memories, and experiences in a safe place wonderful things can happen.

Participants will be able to

- Identify at least three communicative competencies for a fulfilled life as a teen or adult AAC user.
- Evaluate at least two domains they can focus on for building community for AAC users entering a major life transition.
- Identify two activities to be implemented into a teen or adult AAC user's schedule to increase communicative competence.

Supporting Emergent Literacy in Students with Complex Needs - Part 1

Lauren Enders

Language and literacy are two of the most essential life skills we can teach all learners, including learners with the most complex communication needs and complex bodies. In this double session, participants will learn methods and techniques for providing emergent literacy instruction to our most complex learners with engaging and meaningful activities and tasks. Through both lecture and hands-on activities, participants will learn research-based, easy to replicate instructional practices that support emergent literacy development with a focus on writing. Participants will explore how to create and use both alternative pencils and custom books with electronic and non-electronic tools. Ideas for generating IEP goals that support emergent writing will also be discussed. Participants are encouraged to bring an iPad or tablet, ChromeBook, or laptop to this session; however, these tools are not a required part of the session.

Participants will be able to

- Describe how a student with a complex body and complex communication needs can use an alternative pencil with partner-assisted scanning to access the full alphabet for writing
- Give an example of how to use the technique of attributing meaning during a writing activity using an alternative pencil.
- Name three tools that can be used to create custom books for children with complex needs.

Hands-On Therapeutic Gaming Workshop - Part 1

Jennifer Schank

Learn to design simple therapeutic game interfaces to transform preparatory exercise and sensory interventions, fine tuning that just-right challenge with a game. Don’t wait for the right tool to be made, learn engagement design and innovate from within our field. Capture key stroke data from therapeutic gameplay for quicker documentation. Workshop topics are adaptable for therapists and educators in multiple settings and populations.

The Chromebook Advantage for Adults with Disabilities Living Independently

James McKittrick

The Chrome Operating system, a web-based, browser powered operating system developed by Google, in a few short years, has become the favored personal computer system for elementary and high school students across the country. Chromebooks now outsell both Apple
Participants will be able to
- Learn the advantages and limitations of Chromebooks for persons with disabilities and others who lack ready access to computer support will be explained.
- Understand how Chromebook accessibility options compared to popular accessibility programs widely available on Windows and Mac PCs will be covered.
- Gain an appreciation for why Chromebooks are worth serious consideration as an everyday option for adult computer users.

Real advantages include low price point, immunity from computer viruses, easy updates, and minimal configuration requirements. This should make them very attractive to home-based users, in general, and particularly attractive to adults with disabilities in rural and suburban areas that lack access to technical support and older users and anyone new to personal computing. This session will highlight the advantages of the Chrome OS as well as the disadvantages. A key aspect of the presentation will be discussion of the Chrome options for accessible computing and how they relate and compare to established accessibility options widely available for PCs and Macs.

Participants will be able to
- Identify at least three ways to accommodate students using augmented reality.
- Develop one augmented reality aura.
- Discuss one augmented reality app for creation and at least two other augmented reality apps, with already created augmented reality.

With a hands-on understanding of the challenges that arise in public school classrooms, presenters will offer a systematic and engaging approach to instruct emergent AAC users in vocabulary acquisition. Educators need to contextually build experiences with target core word instruction to grow receptive and expressive language. With respect to the fact that engagement stems from enjoyable experiences, presenters will outline steps to increase student participation by utilizing a concept called “Go and Show Vocabulary.” “Go and Show Vocabulary” is intended to be simple, strategic, meaningful, and fun. Participants will gain exposure to the implementation steps, data collection, and suggestions to utilize the process in a classroom setting to increase meaningful and practical AAC usage. Real life experiences of the creation, usage, and celebrations of “Go and Show Vocabulary” will be shared.

Participants will be able to
- Identify the five steps of Go and Show vocabulary instruction.
- Identify three practical tools to utilize Go and Show vocabulary.
- Identify two practical ways to track data collection.

The federal Achieving a Better Life Experience Act of 2014 (ABLE Act) was enacted on December 19, 2014. HB 2388, signed into Arizona law on May 12, 2016, established the Arizona Achieving a Better Life Experience (ABLE) Program, a savings program to provide persons with blindness or disabilities, their family and friends, the option to contribute to a tax-exempt savings account for disability-related expenses. As of March 5, 2018, AZ ABLE accounts are open for enrollment.
This session will discuss/demonstrate the evidence-based strategy of using visuals while working with students with autism. These visuals help students transition and complete tasks as well as support instruction, behaviors, social skills, communication and so much more. There will be demonstrations of visuals for all aspects of the school day. Online resources will be shared to support the creation of or location of many different visuals. Most of these will be free.

During instruction, a visual strategy might be how to simply highlight relevant information, utilize graphic organizers or embed pictures with words to increase comprehension. Many examples of these visuals will be shown with real-life stories of the usage strategy and the results. Many stories will be the “ah ha” moment when a visual strategy really worked for a student with autism. To be able to share these stories helps with people buying into the use of visuals as a necessary support rather than something that they will need to wean off. Being able to make the visuals more age appropriate and sophisticated as students get older is important. There will be some examples of how to do this as well.

A behavior strategy that utilizes visuals might be how to create and utilize a “first-then” system, a “working for_____” system, visually clear directions, and social stories are some that will be shared. Being able to help a student to be able to access their academics behavior they have a system to help with their behavior is very important. Many times, all that is needed is to be able to provide instructions in a format that is meaningful to the student.

Participants will be able to
• Understand the ABLE Act Law.
• Understand how to save money without losing benefits.
• Learn about the positive impact of ABLE accounts.

Participants will be able to
• Locate a minimum of three websites through which they can locate pre-made visual supports to utilize when working with someone with autism.
• Locate a minimum of three websites through which they can create visual supports to utilize when working with someone with autism.
• Locate a minimum of three apps to utilize when supporting behavior in a person with autism.

• Demonstrate the use of visuals to support academics, behavior, and social skills for someone with autism.

Using Virtual Technology to Expand Employment Supports

Wendy Parent-Johnson

Issues of staff shortages, competencies, time, and costs are well-known problems experienced by employment organizations with particular emphasis for those serving rural areas. The desire to have immediate support when needed in the context in which an issue or question occurs has been expressed as an important need by job coaches. The use of technology provides opportunities to expand the reach of employment and behavioral supports, and create virtual networks that support job coaches to provide quality services that lead to successful employment outcomes. This project, funded by the Kessler Foundation, is a partnership of the University Centers for Excellence in Developmental Disabilities (UCEDDs) in Iowa, Nebraska and South Dakota, who joined together to form the Midwest Disability Employment Consortium. The Consortium has been working to implement model projects across the three states aimed at addressing state-specific concerns through the creative use of virtual technologies to deliver supports for supported workers, their job coaches, and employers. Efforts are focused on determining the efficacy of the approach to evaluate its impact on outcomes, services, staff competencies, and cost effectiveness through multiple data sources and qualitative feedback across stakeholders. This unique project aims to identify sustainable and effective methods for the use of technology focused on supporting job placement and retention in both rural and urban settings. This session will share activities to date, year one outcome data, and lessons learned/recommendations for expanding the use of technology in the delivery of employment services.

Participants will be able to
• Gain knowledge about the use of technology to enhance employment services.
• Describe strategies for implementing technology to support job coaches and supported workers.
• Explore application of virtual technical assistance for themselves, their programs, and/or their communities.
• Engage in dialogue regarding implications of technology interventions on policy, funding, practice, and research.
This session will describe the history of the AAC Agreements, which began at ATIA EdCamp in 2016 and are evolving as AAC “better” practices, crowd-sourced from stakeholders invested in improving consideration, selection, and implementation of AAC. Stakeholders include (but are not limited to) practitioners, academics, designers, parents, families, and users of AAC. These agreements are supported by research whenever possible, and address all three components that ASHA (2019) uses to define Evidence-Based Practice (EBP): external research evidence, practitioner expertise, and client preferences/values. The AAC Agreements are organic and will expand and adapt as we learn more as a field.

Participants will be able to
• Identify at least two of the AAC Agreements available from the current collection.
• Describe the process for how to submit at least one nomination to AAC Agreements throughout the year.
• Describe at least one addition of applicable research or other evidence in support of a proposed AAC agreement.

This is the second part of a two-part presentation. Please refer to session #302 for the full session description.

Supporting Emergent Literacy in Students with Complex Needs - Part 2
#403 | Room 108
Lauren Enders

Discussion of what disabilities are considered episodic and what that means for assistive technology consideration and accommodations in the workplace. By understanding the functional issues of these disabilities, it will help with having more participation of the consumers in discussing issues and identify possible solutions.

Participants will be able to
• Identify various disabilities that are episodic.
• Identify potential functional issues.
• Identify possible accommodations.

A Font of Information: Getting Started with Accessibility
#405 | Room 105
Jodi Arnold

This session will focus on basic accessibility standards and elements of universal design. While font plays an important role in accessibility, so does color, format, language, and other elements of design. This presentation will demonstrate the use of simple, cost-effective ways to make products more accessible, employing common software and devices (e.g. Word, PowerPoint, Adobe Reader, iPad).

Participants will be able to
• Recognize basic standards of accessibility.
• Learn simple cost-effective ways to make products more accessible, using common software and devices (e.g. Word, PowerPoint, Adobe Reader, iPad).
• Generalize accessibility standards to their field.

It’s Not Easy Being Green: Green Screen as a Video Modeling Tool
#406 | Room 104
Melanie Conatser, Jayna Huber & Cari Wilson

Join Melanie Conatser, OTR and her students Jayna Huber, OTS and Cari Wilson, OTS to learn about how they used a simple green screen to immerse kids in a world all their own.
During this session, you will see how Conatser, Huber, and Wilson used a low-cost app and low-budget supplies to create videos where the kids they work with are the stars. Green screens are used in video production all over the world, allowing people to appear in any setting imaginable while filming is done in front of a plain green background. The presenters will show you some of the videos they have produced, walk you through the simple process of using the green screen app, and explain the many positive implications similar projects could have in any therapy clinic. This session will include a lecture portion in which attendees will learn each step in the process of making a video using green screen, followed by a hands-on opportunity to practice creating videos of their own.

Participants will be able to
• Demonstrate the use of iMovie to produce a self-modeling video.
• Demonstrate the use of the green screen app to superimpose live people/images onto virtual backgrounds.
• Identify at least two benefits of video modeling.

Having A Voice
#407 | Room 103  
Indrani Solomon

I am a parent advocate, my profession being a social entrepreneur. I help build the community through storytelling events based on hard conversations around social justice and our human condition. Through my endeavors, I like to bring AAC literacy, meaningful inclusion, equity in education and investment in quality special educators to the forefront.

I would like to share the video project that I will be sharing on Capitol Hill in a few weeks to help the Congressional Leaders understand the meaning of true inclusion, productivity and independence through quality teaching and support.
youtu.be/rHxchT6LiIe

Participants will be able to
• Demonstrate self-advocacy on Capitol Hill.
• Gain access to grade level curriculua in the general ed classroom.
• Discuss independence of thought and opinion.

Disability Benefits 101 (DB 101) as an Employment Tool - Part 1
#408 | Room 107  
Nicholas Love

Arizona Disability Benefits 101 (AZ DB101) is an online, Arizona specific tool that can help with career decisions. It blends program information with interactive decision support tools and provides information about employment and career planning, health coverage, and disability benefits. It is designed to serve service providers, beneficiaries, and their circles of support. Providing 24/7 availability to coherent, real-time online information, AZ DB101 allows clients to initiate and explore scenarios matching their life situations and determine how changes in employment, earnings, or other circumstances may affect their health coverage and benefits. It provides a safe place for clients to explore and learn, empowering them to be better prepared to work with employment services providers resulting in improved services effectiveness and employment outcomes.

For employment related service providers, learning how to integrate AZ DB101 into service provision for people who have disabilities is vital to successful client outcomes. Embedding AZ DB101 into cross-agency daily business practices elevates the general system competency, raises the consistency and understandability of information available to providers and clients, and adds depth to provider/client conversations without having to learn a whole new skill-set.

Participants will be able to
• Provide an overview of DB101 as an employment tool to increase service engagement and employment outcomes.
• Gain knowledge on how to access and communicate DB101 information on the rules governing SSDI/SSI, Social Security work incentives, Medicare and Medicaid, employment impact on state/federal benefits, and other work related concerns.
• Gain knowledge on how implementing DB101 into service planning to encourage and support people to consider, plan, and transition to employment.

An Overview of SELECT Courses Offered for Professional Growth or University Credit
#409 | Room 102  
Sarah Marten

This session will provide an overview of SELECT online courses offered for professional growth or university credit. SELECT (Special Education Learning Experiences for Competency in Teaching) is a federally-funded program sponsored by the Arizona Department of Education. SELECT courses provide training to persons seeking to expand their skills in working with children with disabilities and are recommended for general and special education teachers, administrators, related service personnel, para-educators, and
Monday, July 15th

Participants will be able to
• Take free courses on topics related to working with children with disabilities (AZ Residents).
• Know who to contact to register for these courses.
• How to find information about SELECT courses.

Legend

- AAC/Communication
- Community Inclusion
- Early Intervention
- Education & Literacy
- Employment /Transition
- Sensory
- Mental Health
- Service Delivery
- Assistive Technology
- Evidence Based Practices

DHS APPROVED!

Presentation Handouts
QR Code

https://aztap.org/conference/presentations-handouts

Appendee Conference App
QR Code

https://apnd.me/ihde4s
AAC Implementation: A Collaborative Approach to Improving Communication
#501 | Room 110
Katelyn Oeser & Hannah Barbaras

As technology continuously advances, speech language pathologists are working with more clients who utilize Augmentative and Alternative Communication (AAC) devices. This session will help take AAC intervention into the user’s daily life by discussing therapy techniques and strategies as well as the benefits of a team-based approach. Strategies discussed will focus on teaching and advancing functional communication skills, with application to beginning AAC users as well as clients across the continuum. You will leave this session with practical implementation strategies, ways to create easy, time-efficient weekly activities, and ideas to increase carryover that you can start implementing tomorrow!

Participants will be able to
- Learn how to facilitate a team based approach with individuals with AAC.
- Learn three research based therapeutic strategies for AAC intervention.
- Identify three new resources to help support their AAC intervention.

When Hearing Aids are NOT Enough - Bridging the Gap with Implant Technology
#502 | Room 102
Keri Reynolds

What do you do when your hearing aids are just not providing the help you need, not just to hear but to UNDERSTAND what people are saying? Hearing aids work great until they don’t! It could be that there are other solution options for you, based on the type and severity of your hearing loss. This session will explore types of hearing loss and solutions beyond hearing aids that are available, including cochlear implant technologies and bone conduction technology. We will share candidacy requirements and typical audioligic assessments needed for each of the technologies and present the benefits of the options along with factors that contribute to their success. This session will also address expectations and next steps after surgery of the implants and fitting of the audio processors. There will be time devoted to Q&A throughout the session.

Participants will be able to
- Explain the basics of hearing loss and possible treatment options.
- Discuss the benefits of hearing implants and what a potential recipient should expect initially as well as how to get the most out of their technology.
- Explain how a cochlear implant and a bone conduction implant device work.

Putting it All Together! Creating and Utilizing Digital Interactive Notebooks
#503 | Room 108
Amy Ellis & Jeanmarie Jacoby

Special Educators use technology to enable students to access the curriculum. Let’s take a deeper dive and create a paperless classroom for students with learning differences! Repeatedly handing out assignments or hearing tales of lost homework is in the past! In this session, you will learn how you can use Digital Interactive Notebooks to teach students to take notes, organize their materials and document learning. Learn how to personalize digital notebooks for students across the educational continuum and use in a variety of classrooms. Participants will have the opportunity to see Digital Interactive Notebooks created by students and teachers in resource rooms and self contained classrooms. Lose the backpack! Lose the binder! Welcome in a new age note taking with the Digital Interactive Notebook!

Participants will be able to
- Identify three ways that they can utilize Digital Interactive Notebooks with their students with special needs to organize and access information quickly and easily.
- Identify Google tools for creating individualized Digital Interactive Notebooks for their students.
- Review case students of students from across the educational continuum utilizing digital notebooks.

Daring to be Me: Growing Up with CP
#504 | Room 106
Kristen Klenk

The myth that external research evidence is somehow more important than practitioner expertise and client preferences/values in the process of making evidence-based clinical decisions (ASHA, 2019) will be the cornerstone of this inspirational session. Personal aspirations and triumphs will be shared by this presenter, who was born with Cerebral Palsy: driving a car, graduating from high school, becoming an OT/R, and volunteering to help families and students who use Augmentative and Alternative Communication (AAC). She became a daring adventurer (kayaking, skiing, hiking mountains) as a retired professional. Her journey is noteworthy, since Kristen has had supports from
Participants will be able to
• Describe at least two ways that attitude toward disability vs ability can impact life outcomes.
• Find resources to purchase (or borrow) at least three different adapted tools that Kristen has used while growing up with Cerebral Palsy.
• Find at least two social media resources that can be used to address important considerations of evidence-based practice: client preference and clinical experience.

Participants will be able to
• Recognize dots in a Braille cell and understand the significance of a blinking cursor.
• Associate end user experiences learning and using Braille with specific stories of success in education and employment.
• Identify at least two professions with certifications to teach Braille.

Participants will be able to
• Understand the Supported Decision-Making (SDM) concept – fundamental principles; key participants; proper design, implementation and evaluation.
• Understand the distinction between forms of legal guardianship (Limited Guardianship and Full Guardianship) and Supported Decision-Making.

What Everyone Should Know About Braille
Sue LeHew, Jared Leslie, Mark Ashton, Sean A. Cummins & Terri Hedgpeth
Off the Guardianship Path: Utilizing Supported Decision-Making as a Road to Self-Determination
Jon Meyers & George Garcia

While systems of supports and services for individuals with intellectual and developmental disabilities (I/DD) have taken a decidedly more person-centered turn in recent decades, legal guardianship has remained a predominant choice for parents, other family caregivers, and state legal systems when planning for the adult lives of individuals with I/DD. The result is imposition of legal restrictions on individuals’ self-determination: Far from creating ideal circumstances of safety, security, and protection for these individuals, legal guardianship too often severely limits or completely negates the rights of persons with disabilities to make choices for themselves – choices regarding employment, voting, living arrangements, holding a driver’s license, engaging in personal relationships, and more.

Participants will be able to
• Understand the barriers preventing Arizona from embracing SDM, as well as means for overcoming these obstacles through collaboration with stakeholders in the government, legal, health, advocacy, and provider communities.

While systems of supports and services for individuals with intellectual and developmental disabilities (I/DD) have taken a decidedly more person-centered turn in recent decades, legal guardianship has remained a predominant choice for parents, other family caregivers, and state legal systems when planning for the adult lives of individuals with I/DD. The result is imposition of legal restrictions on individuals’ self-determination: Far from creating ideal circumstances of safety, security, and protection for these individuals, legal guardianship too often severely limits or completely negates the rights of persons with disabilities to make choices for themselves – choices regarding employment, voting, living arrangements, holding a driver’s license, engaging in personal relationships, and more.

Participants will be able to
• Understand the Supported Decision-Making (SDM) concept – fundamental principles; key participants; proper design, implementation and evaluation.
• Understand the distinction between forms of legal guardianship (Limited Guardianship and Full Guardianship) and Supported Decision-Making.

Those mysterious “bumps” we find in elevators and next to (hopefully) bathroom and hotel doors began as a secret military code for soldiers in Napoleon’s army to communicate at night. It was developed into a robust writing system for persons who are blind by Louis Braille, published in 1824 in France.

Why is this relevant today? Because Braille literacy empowers AT users to access the same magical and mundane tasks that mainstream technology users take for granted. Science, Technology, Engineering and Math (STEM), not to mention internet shopping, banking and basic labeling, can all be accomplished with higher degrees of accuracy and validation using Braille for skilled users. It is also the ONLY method of communication for persons who are DeafBlind. Additionally, it makes using elevators, finding the correct bathroom, navigating to a specific suite numbers in a medical or office complex possible, which means that adults who are blind can do the same everyday tasks, that everyone does, and do so independently.

Come and learn when, why, who and how to introduce and support Braille for elementary, secondary and post-secondary students. This session is for mainstream AT professionals, Vision Specialists, Educators, Employment Specialists, Vocational Rehabilitation and anyone interested in working with persons who are blind. An elite panel of AT users will share and inspire!
We will provide an overview of the requirements for Social Security Disability benefits, how to apply, and the services and resources offered to individuals with disabilities. Our discussion will also include the following:

- Returning to work after receiving the benefits;
- Benefits available to family members of a disability beneficiary; Latest services offered on www.socialsecurity.gov

We also will generally allow a portion of the session to be available for the audience to ask questions.

**Participants will be able to**

- Understand the basic requirements to be eligible to receive Social Security Disability benefits.
- Understand the application process, including the medical evaluation and requirement.
- Understand how returning to work affects payment of the benefits.

This is the second part of a two-part presentation. Please refer to session #408 for the full session description.

One of the biggest “Hot Topics” in Education is the brain science of executive functioning. This workshop will provide participants with traditional tools and tech tools to support students executive function skills and reduced unwanted behaviors. Those who attend will gain a better understanding of Executive Functioning Disorder, what tools could be used for interventions, and will leave with ideas to use Monday morning. This workshop includes hands-on-activities, so BYOD is highly recommended.

**Participants will be able to**

- Identify and describe what Executive Functioning is and is not.
- Learn about RTI tools for executive function deficits using both paper and AT.
- Learn how to implement these tools in their practice.
Tuesday, July 16th

7:00 - 8:00

Registration & Breakfast

Ideas for Team AAC implementation and Buy-In
#601 | Room 110
Lauren Enders

In this session, participants will explore best practices in augmentative and alternative communication (AAC) implementation. The session will focus on thoughtful vocabulary selection and organization, expanding the use of aided language stimulation (modeling AAC), and avoiding common implementation pitfalls. Fun and unique ways of increasing full team buy-in of recommended implementation methods will also be provided. Participants will learn ways of modifying and enhancing typical school-based lessons to increase engagement and meet the unique needs of AAC learners. Methods and strategies discussed will apply to implementation of all types of AAC systems, including no-tech, low-tech, and high-tech communication systems. Opportunities for practice will be built into the session.

Participants will be able to
- Provide at least three reasons why aided language stimulation is an essential implementation component for any AAC learner.
- Describe the difference between referential and descriptive teaching styles and state which style best supports AAC learners.
- Describe at least three methods of encouraging AAC implementation buy-in from teams and families.

From Assistive Technology to Accessible Design: One District’s Journey
#602 | Room 109
Nives Marsollier, Alan Hirsh, Dorothy Green, Robyn Griffith, & Kristen Hartsuff

Every student is unique - just like their fingerprints. When we plan lessons, do we unknowingly create barriers to learning for some of our students?

In 2017, the Creighton School District brought together a team, a collaboration of staff from the Special Education and Technology departments. Our original goal: enhancing the use of assistive technology for our students with special needs. As the team learned more and explored the implications of making available a variety of tools, options and services, our vision grew into Accessible Design with a focus on all students who may be struggling with learning, regardless of whether or not they have a “disability.” To ensure consistent processes supporting this vision, the team has created documents and trainings as well as an in-district Accessible Design Loan Library, supported by an online catalog and checkout system.

Please join us as members of our team share our district’s journey on our way to Accessible Design for ALL students.

Participants will be able to
- Hear how one school district shifted their thinking from focusing exclusively on assistive technology to a broader process of Accessible Design.
- Learn how the district Accessible Design Team designed professional development for staff that supports classroom teachers on a daily basis to support special needs students.
- Hear about the district’s funding journey.

How Young Is Too Young for Assistive Technology?
#603 | Room 108
Brenda Del Monte, Melanie Conaster, & Kristi Roher

“He’s not ready.” “She’s too young.” There is no such thing. The only way to “get ready” for assistive technology is to begin to use it. And, there are no age constraints to assistive technology. However, it takes a skilled clinician to understand how a young child can access assistive technology, decide where to start and match assistive technology to young and complicated bodies. Come learn with us about assistive technology and how to begin with our youngest users. This class will help you move toward assistive technology for your most complex children.

Participants will be able to
- Understand three areas of development that very young children can benefit from assistive technology.
- Learn about types of switches and switch placement most appropriate for our youngest and most complicated bodies.
- Learn three ways to accommodate for hearing, vision, and dual sensory loss as it relates to assistive technology and augmentative and alternative communication.
Participants will be able to
• Understand how executive function impairments impact function and independence.
• Learn strategies to aid in the development of executive function.
• Learn about potential assistive technology tools to enhance skill development and increase functional independence.

EagleEyes and Camera Mouse: Eye and Head Controlled Mouse Replacement Systems
#605 | Room 105 | AT
Ronald Williams

EagleEyes eye controlled mouse and Camera Mouse offer a hands free mouse solution for little to no cost. Developed at Boston College, and partnered with The Opportunity Foundation of America a non-profit 501(c)3, this technology is available at cost or as a free download to help those in need. As a mouse replacement, any program that uses a mouse click can be used with these devices and programs, even the internet. EagleEyes is often the solution when other eye gaze devices have not been successful because it adapts to the user and allows for head movement to augment its use. Using electrodes it measures the movement of the eyes and can move with the user’s head. EagleEyes is often the gateway technology into eye gaze devices as it is very adaptable to most any user or position. EagleEyes is used to recreate, learn cause and effect, communicate, exercise independence, interact with others, focus training tool, eye strengthening tool and tactile disorder. The other program, Camera mouse is a free download and is useful for anyone with purposeful and controlled head movement and is also used as a general mouse replacement. We will explore these two assistive technologies. We have found Camera Mouse helpful with children who have Autism or tactile issues.

Participants will be able to
• Gain knowledge of who these technologies can help.
• Gain knowledge of how these technologies can be used.
• Gain knowledge of the capabilities and limitations of these technologies.

Digital Footprint: Assistive Technology, Ethics, and Service Provision
AT | #606 | Room 104
Laura Plummer

The rapid expansion of technology and the internet is changing the who, what, where, when, how, and why of service provision. As providers we often introduce mainstream technology such as smartphones, tablets, and the “Internet of things” to our consumers. Along with the technology and the skills to use it we should be addressing the benefits and the risks of these devices or tools. This session takes a dive into the ethical questions we face with mainstream technology as assistive technology, the internet, and our digital footprint. A review of how the CRC Code of Ethics can be applied to real-life examples will generate discussion points for the participants.

Participants will be able to
• List three ethical principles from the CRC Code of ethics that apply to our use of social media.
• Identify three common pitfalls of using the internet as part of your work.
• Compile a list of at least four “dos and don’ts” for the use of the internet and social media within your daily work.

PLAY: Play and Language for Autistic Youngsters
EBP | #607 | Room 103
Erika Palm, Maureen Russell, & Yolanda Ramos-Edgerly

The Center for Disease Control’s (CDC) Autism and Developmental Disabilities Monitoring (ADDM) Network states that, as of 2016, 1 in 59 children have been identified with Autism Spectrum Disorder (ASD); Baio, et al., 2018). Although many interventions aim to address common characteristics of ASD, the recent DSM-5 criteria of ASD focuses on social impairment rather than language and cognition in individuals with ASD. Recent interventions have
shifted the focus onto ways of increasing social participation, reducing repetitive behaviors, and increasing play and leisure for children with ASD. Furthermore, a need exists in many of Arizona’s rural communities for effective and practical interventions for the growing number of children who are diagnosed with ASD or are at-risk for ASD.

The PLAY Project is an evidence-based coaching model (rather than a direct treatment model) that improves the parents’ capacity to facilitate the development of their child with ASD. An extension of the project, Teaching PLAY, is a school-based model of intervention. Both PLAY Project and Teaching PLAY utilize coaching, modeling, and video to promote parent and teacher sensitivity. The goal is to provide parents and teachers with activities and techniques that will assist them in playing with the child at just the right level for the child, where they are following the child’s lead but also giving the child an appropriate challenge.

In this session, PLAY Project Consultants will introduce the project principles, philosophy, and techniques. They will also describe their experiences on the Navajo Nation using the PLAY Project in early intervention and in preschools.

**Participants will be able to**

- Gain knowledge of the philosophy, principles, and techniques of the PLAY Project.
- Learn how the PLAY Project facilitates social interaction with children with ASD.
- Discover how the PLAY Project has been implemented in early intervention and in preschools in Northern Arizona.

**Supporting a Core Word Approach with Snap + Core First and Pathways**

The Tobii Dynavox Snap + Core First communication software brings together the three areas described by ASHA (www.asha.org/Research/EBP/) as making up evidence-based practice. This evidence informed and shaped the development of content and language organization supporting communicators with complex communication needs.

First and foremost was the development of the core words utilized by the communicators. Historically core vocabulary lists have been identified using high-frequency words, or words that occur often in our daily communication. However recent research has indicated that core vocabulary should also include words that are going to make the most impact across settings, especially academic environments.

This exciting research resulted in a suggested set of core words that heavily informed the content, layout and systematic growth of core in Snap + Core First.

Additional research was used to establish a philosophical base for Snap + Core First language to include the necessity of tools for production of both novel and formulaic language. It informed the vocabulary to support creative and novel productions while developing supporting topics and topic messages that create for efficient communication interactions. (Sidtis, D.V. (2004) Toward a dual-process model of language. International Journal of Language & Communication Disorders, 39(1), 1-44.)

It’s important to note that it can be difficult to know how to successfully implement a core focused approach with individuals who use AAC. The Pathways for Core First companion app (Tobii Dynavox, 2018) provides a wealth of resources to be used by parents, caregivers, or professionals supporting individuals who use AAC. In this session, participants will learn about the communication tools in Snap + Core First and explore the Pathways for Core First implementation tool.

**Participants will be able to**

- Identify two key components of core language.
- List two additional communication tools that can support a core language approach.
- Find lesson plans used to implement teaching core vocabulary in the Pathways app.

**Thinking about sitting for the RESNA ATP exam?**

Come to session #809 on Tuesday at 11:15 in Room 102, or contact Clayton Guffey at Clayton.Guffey@nau.edu (602) 776 – 4699
**Assistive Technology: Tips from the Trenches**  
#701 | Room 110 | AT  
Matthew Press & Candice Steel

This session will explore tips and strategies for assistive technology from a panel of experienced implementers. We will move through a variety of topics within the Quality Indicators of Assistive Technology (and some outside of it) including AT consideration, implementation, professional development, administrative support, Technical Support, and Universal Design for Learning. The panel will share success stories as well as the stories that didn’t turn out so great so hopefully you can learn from us without having to work through some of the same struggles. The panelists come from a range of settings including Gompers, a small center with clients of all ages who are often significantly physically or communicatively impaired, to large school districts with over thirty thousand students. The panel will encourage participants to share their questions as well as experiences with others throughout the interactive session. Come prepared to laugh, learn, share, and cry (it’s possible).

**Participants will be able to**
- Identify at least three areas of the Quality Indicators for Assistive Technology.
- Identify at least two strategies they can focus on for improving their QIAT scores in their setting.
- Identify two products/websites/resources for improving their QIAT scores in their setting.

**Proposal are from the National Professional Development Center on ASD. These promising practices include Modeling, Technology Aided Instruction and Intervention, Prompting, and Video Modeling.**

As we implemented AAC in our classrooms, it soon became evident that we needed to increase knowledge of these devices in our school and community. While many were interested in supporting our work, we also encountered some who were less than eager to take part in the experience. We will present instructional strategies to target both eager and reluctant communication partners. This presentation will give specific strategies to encourage families, paraprofessionals, therapists, community members, and typical students to jump on board to assist with modeling, prompting, and instructing.

All of our students who are using AAC have demonstrated increased academic competency. Academic growth data as well as growth in pragmatics will be shared.

**Participants will be able to**
- List three strategies to implement AAC across multiple environments.
- List two methods to collect meaningful data for AAC users across environments.
- Compose a practical means of implementing AAC instruction for professionals who are not familiar with AAC use.

**Implementation Strategies for Eye Gaze Users**  
#703 | Room 108  
Brenda Del Monte & Katelyn Oeser

They are doing it with their eyes!!! Eye gaze is one of the newest, most technically improved and amazing access methods to AAC. However, for eye gaze to be a successful access method, child specific strategies must be implemented. Clinicians must use what we know about vision and communication to create an optimal learning environment. Come learn with us about how to make device accommodations for this access method. This class will also demonstrate specific implementation strategies and games that increase success with eye gaze AAC users. Hope to see you there.

**Participants will be able to**
- Understand basic calibration and eye gaze set up features regardless of device.
- Learn three implementation strategies for beginning eye gaze users.
- Learn three implementation strategies for increasing speed, accuracy and endurance with eye gaze access to Augmentative and Alternative Communication.
Making the Connection: Integrating STEM Teams with Assistive Technology Solutions
#704 | Room 106 | AT
Matthew Levac

There is a growing movement to connect those in the STEM community with those that support students with Assistive Technology needs. This collaboration is known as the AT MAKER movement. This presentation will focus on how to find and incorporate STEM teams at the high school and college level and incorporate their skill set with the needs of students who have a disability. It will help define what and who a MAKER is. It will also address how to create individualized AT solutions to customize to the specific needs of an individual with a disability.

Participants will be able to
• Define what a MAKER is.
• Identify three ways to find a STEM team near them.
• Identify three ways to incorporate MAKERs into their AT teams.
• Identify five projects to MAKE with or without a STEM team.

Discover the Power in Your Story with AT and Creative Media
#705 | Room 105 | AT
Brooke Brown

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

Participants will be able to
• Begin creative thinking/brainstorming skills in terms of using AT to make interpersonal connections.
• Gather knowledge and build confidence in using AT in conjunction with media tools to enhance the demonstration of their personal talents, knowledge, abilities and interests.
• Gain practice with concisely and creatively describing themselves to others.

Alexa Skill Blueprints: Creating Games to Enhance Learning for Children or Adults
#706 | Room 104 | AT
Karla Rivas Parker & Derrick Thatcher

State of Arizona Independent Living Blind (ILB) professionals will discuss and demonstrate the use of the Alexa Skill BluePrints to create accessible and educational games for children or adults with vision loss. These games can be designed to improve the students learning abilities and knowledge and can be used at school or home. The Assistive Technology Specialists will present and demonstrate how to create a new game and make it available to the students via Amazon Echo Dots or the Amazon Alexa App on their smartphone.

The audience will have an opportunity to participate in open discussion to share their own ideas regarding other potential areas of use for these games.

Participants will be able to
• Name the website address for the Alexa Skill Blueprints.
• Name at least three of the most popular templates available to create accessible games for their target population.
• Name the steps required to create, complete and share a game created with the Amazon Blue Prints.

Employment First - 3 Years Later
#707 | Room 103 | EBP
Susan Voirol & Abel Young

Participants will get an opportunity to learn about Employment First and the progress that has been made in Arizona over the last three years. Employment First encompasses the belief that competitive integrated employment should be the FIRST and preferred outcome for working age youth and adults who have disabilities. We will provide updates on changes to State Agency Policies, the Executive Order and employment practices occurring around Arizona. Vocational Rehabilitation will also share data on the progress being made within its agency to improve the quality of service being provided to individuals who have disabilities seeking competitive integrated employment.

Participants will be able to
• Understand the importance of considering employment first for people who have disabilities.
• Understand some of the key initiatives going on in Arizona and how to participate.
• Understand the role Vocational Rehabilitation
The occurrence of trauma in childhood (known as adverse childhood experiences or ACEs) is pervasive. In a 2016 Center for Disease Control report, two-thirds of American students are vulnerable to the effects of complex trauma. Trauma-sensitive schools acknowledge the impact of trauma on teaching and learning. Being trauma-sensitive is critical to creating an inclusive learning environment where all children learn. Research has shown that trauma experience impact learning, communication, engagement, self-determination, and relationships. For students with disabilities who may face challenges in those areas due to a disability, trauma experiences pose added concerns. This session will provide an overview of how trauma affects student learning as well as teaching. Additionally, the ways in which resiliency affect immediate, as well as sustained, response to trauma will be described. The presenter will highlight the key characteristics of trauma-sensitive schools with examples of how this benefits all students, and in particular students with disabilities. Checklists and other resources will be shared.

**Participants will be able to**
- Identify the key attributes of trauma-sensitive schools.
- Identify the ways in which trauma experiences affect student learning and full engagement in school, and in particular how this manifests for students with disabilities.
- Identify educator roles in providing a trauma-sensitive learning environment.

10:45 - 11:15
Break & Exhibit Hall
Given the advancements in and increased access to technology, a wide variety of AAC solutions are available. Although hardware and software are ever changing, the need for quality therapeutic support remains constant. Speaking is the major mode of expression in a typical classroom. Students use speech to answer questions, to ask questions, to share information, to socially interact with peers. Many literacy skills are learned and evaluated through verbal modalities. However, not being able to speak (or speak clearly) does not necessarily equate with “unable to learn” in the classroom setting. In fact, the language learning activities within a classroom, as well as the routine opportunities to interact, are the most natural conditions for a student who uses an AAC system/device to learn. The challenge for the educational team is how to integrate classroom activities so that the student is able to learn academic skills, participate in conversational routines and learn to use their AAC system / device.

Strategies will be provided on how an entire educational team can work on specific goals based on the developmental stages of language development.

This session will explore a variety of tools offered by PRC Saltillo to address all of these challenges. Please note that these strategies can be used with any language system, not just ones from PRC Saltillo.

Participants will be able to

- Learn to use Chat Editor to create a variety of visual supports for Word Power.
- Use PASS software to create manual communication boards.
- Modify three games from the new AAC Language Lab to use with students on different language levels and language systems.

For individuals with attention and executive functioning challenges, technology can be both a blessing and a curse. The laptops, mobile devices, and online access that are so important to 21st century learning and academic accommodations can also be a constant source of distraction, leading to off-task behavior and reduced performance. This session will explore selected utilities, applications, and online services that:

- Reduce visual clutter and aid focus.
- Restrict access to distracting apps and websites for selected durations at selected times.
- Monitor device usage and increase awareness of distraction triggers.

We will also describe tool-supported strategies to help sustain mental focus when working on tasks, and to gradually build executive function skills related to attention.

Participants will be able to

- Name at least three ways that computers, tablets, and smartphones can distract students from their school work.
- Describe at least four features used by various utilities, apps, and services to minimize or help manage digital distractions.
- Explain where to find the access management tools built into the operating systems of at least two types of devices (Mac, Windows, iOS, Android, Chrome).

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This session will focus on a collaborative approach to increasing self-advocacy for individuals with developmental disabilities. We will address the need for individuals with a disability label to express their desired life outcomes for greater inclusion and fulfillment as valued members of their community. Quality of life is about self-determination and the power of making your own choices. We will discuss what supports, language and tools we can use to create a learning environment and empower individuals with developmental disabilities to advocate for themselves. We will discuss how to effectively help people identify their own personal life goals and steps to achieve those goals within an Individualized Support Plan (ISP).

Participants will be able to

- Identify at least three domains to discuss with individuals with a disability label to provide input on the decision making process.
- Participants will be able to identify at least two examples of a 3-5 year vision.
- Describe at least two types of natural supports available to an individual with developmental disabilities.
Explore Boardmaker Activities to Go!
#804 | Room 106  
Betsy Walker

Looking for activities to maximize student learning? Take a peek into Boardmaker Activities-to-Go, a collection of free, printable, thematic activities that support K-12 students by building world knowledge and teaching functional life skills. Boardmaker Activities-to-Go can be used to address speech and language goals, support behavior, keep students engaged, build vocabulary and improve literacy. In this course, you will learn how Boardmaker Activities-to-Go can be used to support a classroom of diverse learners by effectively implementing Boardmaker Activities-to-Go.

Participants will be able to
• Describe how the activities and supports in Boardmaker Activities-to-Go can be used to support a classroom of diverse learners.
• Describe five teaching tips for effectively implementing Boardmaker Activities-to-Go.
• Describe the three different instructional levels of the Boardmaker Activities-to-Go.

Using Accessible Media with Students: Deaf, Blind, and Deaf-Blind
#805 | Room 105  
Cindy Camp

Research has shown that the use of multimedia is beneficial to all students. Educational videos are uniquely suited to take students on impossible field trips, introduce them to new people and cultures, and bring great literature to life. However, most educational videos are not accessible to students with hearing and vision loss. When a video is not captioned or described, students not only miss out on a learning opportunity they also become more isolated from their peers.

Many mainstream teachers continue to use inaccessible videos thinking that students with vision and hearing loss aren’t missing much or that their service providers will make the video accessible. Other teachers may avoid videos altogether so as to avoid the issue of accessibility. Neither of these is an acceptable solution.

The Described and Captioned Media Program (DCMP) provides accessible educational media and much more. Professionals and families can have access to over 8,000 educational videos for use at school and at home. DCMP is funded through the U.S. Department of Education meaning all services are absolutely free. There are videos for preschool through high school, including transition topics. There are topics all academic topic: math, science, history, language arts, just to name a few. And there are videos on social skills, self-advocacy, and independent living.

This presentation will discuss the benefits of accessible media, the importance of quality description and captions, and how DCMP media meets state educational standards.

Participants will be able to
• Learn how captions and audio description benefit all students.
• Explore how to evaluate the quality of captions and audio description.
• Discuss uses for video in the classroom.
• Find DCMP media and match titles to classroom learning objectives.

Avenues for Obtaining Necessary Assistive Technology and the Underlying Laws
#806 | Room 104  
Amanda Glass, Chris Carlsen & Linda Fischer

AT in Special Education: Children with disabilities may be entitled to receive AT through their school districts as part of their special education programs. Federal laws that may help children with disabilities gain access to AT are IDEA and Section 504 of the Rehabilitation Act. If parents disagree with the IEP team’s evaluation of their child’s need for Assistive Technology, parents have access to a variety of dispute resolution options.

AT Rights in Arizona’s Vocational Rehabilitation Program: This portion of the session will provide information on what Assistive Technology devices and services can be provided by Arizona’s Vocational Rehabilitation Program. It will also describe the process of requesting and obtaining AT services; such as evaluating the need for devices and services will be provided, training to use the devices, paying for the devices, and determining appropriate use of the AT. Participants will also learn about their appeals rights if an AT service or device is denied them by VR.

Medicaid/ALTCS and AT: This portion of the session will discuss Medicaid services in Arizona and getting services through AHCCCS and ALTCS. It will provide tips on the development of evidence of medical necessity and will go over methods of presenting evidence before and during a hearing. It will go over the different categories of
Participants will be able to

• Acquire a general knowledge of AT services available to them under IDEA and 504 in education settings.
• Acquire a general knowledge of AT services available to them through the State’s Vocational Rehabilitation Program and under Medicaid/ALTCS.
• Learn how to advocate for themselves to obtain AT services.

Understanding How We Know 1 in 71 Children in Arizona Have ASD
#807 | Room 103 EBP
Sydney Pettygrove

This is a discussion about the Centers for Disease Control Public Health Surveillance program on autism spectrum disorders which is entering its 20th year. Arizona has been collecting and contributing data for this program since its inception. Dr. Pettygrove will discuss some of the ethical principles behind surveillance and how and why surveillance programs get started. She will describe our Arizona autism data and provide some understanding of epidemiology and how it affects other fields.

Participants will be able to

• Know the various ethical principles behind public health initiatives.
• Understand how and why surveillance programs get started.
• Describe the epidemiologic perspective and the Arizona data for this surveillance project.

Assistive Technology for Leaders: Planning for SUCCESS with Reading & Writing Access
#808 | Room 107 AT
Terry Gesell

This presentation is designed to inspire and equip Assistive Technology Leaders and other Educators and Administrators who have the responsibility of ensuring that all of their Educational Staff is knowledgeable, equipped, and empowered to provide students with the tools to support their reading and writing access needs. The main agenda will identify from a culmination of experience and best practice trends how a district–wide A.T. plan was developed and evolved, and how the formulation and distribution of a “Quick Start Reading & Writing Access Guide” has proven to be a significant and tangible reference for making A.T. decisions that well support the Individual Education Plan (IEP) and 504 Plan process. A portion of this presentation will also focus on several A.T. Tools that have been embraced and widely encouraged throughout the Scottsdale Unified School District with success, of which several of the main features sought after can be freely provided on PC’s, Chromebooks, and iPads.

Participants will be able to

• Bring a more positive impact for nurturing a climate of wider acceptance and use of assistive technology and universal design for learning tools.
• Be equipped with an adaptable plan that can be catered to meet the reading and writing access needs within their own district.
• Be able to educate, equip, and empower others within their own educational setting to follow best practice strategies for exploring and providing their students with appropriate A.T. reading and writing solutions.

Thinking about Taking the RESNA ATP Exam? AzTAP’s Study Group is a Resource for You
AT #809 | Room 102
Clayton Guffey & Nikkol Anderson

AzTAP facilitates an ongoing study group to assist those interested in preparing for the ATP exam! Our goal is to build assistive technology capacity and expertise in Arizona and we have had success with a number of our group members sitting for – and passing – the ATP exam. In this session, we will review the RESNA requirements for sitting for the ATP exam, introduce those interested to the structure and meeting schedule for the group, and review available study material options. Group meetings are held at AzTAP in Phoenix, but remote access will be available to participants throughout the state. The format is open entry/exit so each individual may participate as little or as much as they feel they need to prepare for the exam. Strategies will be provided on how an entire educational team can work on specific goals based on the developmental stages of language development.

Participants will be able to

• Explore requirements of sitting for the RESNA ATP certification.
• Become familiar with the general study/preparation resources available.
• Network with ATP mentors and other interested individuals.

12:30 - 1:30
Lunch
This is the second part of a two-part presentation. Please refer to session #408 for the full session description.

Vocational Rehabilitation is a Government funded program that supports eligible individuals with disabilities who need help to gain, or maintain employment. This session will review how implementing assistive technology is considered throughout the course of an eligible client’s case from beginning to end. A review of services including Vehicle Mods, Home Mods, AT for Computer Access and other services will be addressed as they relate to specific disabilities and assist with an individual's specific functional limitations. The role of Voc Rehab in implementing AT will be addressed from both policy/procedure and VR Counselor perspectives. Important questions will be addressed including: What is a “Comparable Benefit” and when/how is it used? Why does one client receive certain AT and another not? When is the implementation of AT appropriate? When is it not? What is expected of each client in VR? Time will be reserved for questions and answers to address specific audience needs.

Participants will be able to
- List five free software titles they can create digital design solutions on.
- Identify five digital fabrication tools that can produce their digital designs.
- Describe three potential sources for custom AT solutions.

Custom AT solutions evolve from an idea, the most effective way to replicate or share the idea is through a digital design which in the past was both expensive and slow. There are several software offerings available today that remove the barriers of cost and tedium. A digital design is great, but how do you get the idea out of the computer and into your hands? The answer lies in today's digital fabrication tools which are more ubiquitous and capable than ever before. And if the thought of computer design and workshop tools are overwhelming to the point of contentment with commercial options or the decision to do nothing at all, there’s another route still.

Participants will be able to
- Demonstrate three technology advances with hearing aids.
- Demonstrate at least one accessibility solution for each of the following: school, work, home, and community access.
- Demonstrate three apps that create access for hearing loss on mobile technology devices.
Participants will be able to
• Learn the basics of home automation architecture and required equipment.
• Discuss basic programming and configuration of systems.
• Become aware of limitations, safety/security considerations.

How Assistive Technology Can Extend Employment Opportunities for Individuals with ALS
#906 | Room 104  AT
Genise Burnett

This presentation examines how both assistive technology tools and strategies can assist in prolonging employment opportunities for individuals with ALS. Individuals attending the session can expect to gain insight among the stages of ALS and the role of assistive technology in its progression.

Participants will be able to
• Identify both the abilities and limitations of employment accessibility across the stages of ALS.
• Learn about assistive technology that can assist in improving accessibility in the workplace for individuals with ALS.
• Learn about how to inform and provide individuals with ALS steps to prepare for success within their place of employment.

Making Documents and Presentations Accessible Using Microsoft Office
#907 | Room 103  EBP
Jodi Arnold

This presentation will discuss considerations for making documents and presentations more accessible to more individuals. Using principles of Universal Design we will look at ways to make documents scanable, searchable, legible, and readable.

Features readily available in Microsoft products, such as Word and Powerpoint, make it easier to design products and presentations that can be beautiful and accessible.

Participants will be able to
• Understand the basics of accessibility in documents and presentations with regards to being scanable, searchable, legible, and readable.
• Know how to use built-in features of Word and PowerPoint to make documents and presentations Universally Designed.
• Understand the accessibility checker feature in Office Products.

MoEdu-SAIL is home to a library of free professional learning modules anyone can access. The modules, designed around three pillars, focus on evidence-based teaching and learning practices. They are open for anyone to use and were developed through a collaboration between Northern Arizona University and The Missouri Department of Elementary and Secondary Education. Materials include information on: collaborative teams, data-based decision making, common formative assessments, developing assessment capable learners, metacognition, school-based implementation coaching, collective teacher efficacy, and leadership. This session will provide an overview of the content framework, the professional learning modules, and how they are used in one state to support all students. Educators can access activities to promote learning of new teaching practices, reading materials to guide implementation, and content guides (such as Powerpoint slides) to support active learning during professional development.

Participants will be able to
• Describe the MoEdu-Sail Content Framework and evidence-base.
• Describe tools/resources they can use for further professional development of effective educational practices.
• Develop next steps in the use of the MoEdu-Sail tools/resources.
Evidence for Success: A Personal Journey

Annette Reichman will share her personal journey as a woman who is Deaf and who has a visual impairment. In her personal and career journeys, Ms. Reichman has wended her way through life challenges with support from family, friends, and colleagues, as well as the Deaf community, and the use of assistive technologies and accommodations. And, her story isn’t over yet!

Participants will be able to
- See what can be accomplished despite obstacles.
- Be given ideas regarding the use of AT.

4:15 - 4:30
Closing Remarks & Grand Prize Raffle Drawing

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Presenters

**Antista, Tracey**
Motto: “All children deserve the tools they need to succeed, they just need you to show them.”
I am passionate about finding tools to help all my students succeed. Whether they need tech tools to access curriculum, or visual reminders to stay on task, I feel it is my job to provide struggling students with motivating and engaging tools. I have shared my love for TECH tools locally as well as nationally. I give credit to my supportive techy husband, and to my educational peers who keep me searching and striving.

**Arnold, Jodi**
Jodi Arnold has worked in University Centers for Excellence for over 20 years. She applies her expertise in accessibility standards to her work in graphic design, data visualization, and product dissemination across multiple projects in her work at NAU Institute for Human Development. Her work in accessibility extends to creating universally designed environments and events. In addition, she advocates for her 26-year-old son who has disabilities and has also worked with other parents of children with disabilities for many years.

**Ashton, Mark**
Mark Ashton, FBC, Chief Executive Officer Foundation for Blind Children. He is a strong advocate for Braille literacy whose agency is a leader in providing Braille transcription services and technical support for Vision Teachers throughout Arizona.

**Barbaras, Hannah**
Hannah A. Barbaras, MS, CCC-SLP is a certified speech-language pathologist who works with a wide range of clients with disabilities who use AAC devices. Hannah graduated from the University of Arizona and has worked in a variety of settings ranging from hospitals to schools and clinics. She currently provides training to individuals and their family/team with AAC devices as well as provides speech therapy to a caseload of individuals with communication disorders.

**Anderson, Nikkol**
Nikkol Anderson is an occupational therapist and is credentialed as an Assistive Technology Professional (ATP) through RESNA. She has 15 years of experience working with individuals who utilize Assistive Technology and AAC. She has experience as a 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.

**Botterbusch, Mark**
Mark Botterbusch is the Director of Employment Services for Gompers. Mark brings a diverse skill set and has been in the field of human services since age 16, working with children and adults in domestic abuse, mental health, at risk youth and residential living. He has been successful in implementing many changes to improve the overall business of the programs he manages. Mark also strives to improve systems and has been instrumental in streamlining processes and instituting technology into programs to improve efficiency and fiscal responsibility. Energetic and goal-driven, Mark brings a high level of integrity and strives to provide the best product possible. He is committed to educating customers so they can make an informed decision based on their needs. He has a strong belief in the dignity of risk and allowing others to attempt things in life, whether they succeed or not, instead of telling them they simply can’t do something.

**Brown, Brooke**
Brooke Brown is a AAC user and advocate. As an honors graduate of the Walter Cronkite School of Journalism at ASU and a recipient of the Walter Cronkite Outstanding Undergraduate Award, storytelling runs in Brooke’s blood. She’s the author of The Little Butterfly Girl, ADAPT, and the Transforming the Heart of YOUR Story workbook, and is the Communications Specialist for Dr. John Trent’s StrongFamilies.com. Brooke is also currently an actress and writer in Theatre360. Her public speaking work includes presenting on topics of self advocacy and community involvement using AT/ AAC at a wide range of events. Brooke strives to help others discover the power in sharing their own stories in order to cultivate hope and acceptance.

**Brunet, Genise**
Collaborative Technology Solutions LLC is a company that provides assistive technology evaluations and assistive technology training services. CEO Genise Burnett is the presenter and an Assistive Technology professional and has provided assessment, therapy, and consultation services for children and adults with severe speech and language disabilities for over 25 years. He worked as a clinical supervisor for Queens College, in New York, and as a related service provider for the NYC Department of Education. Patrick is the senior member of the Tobii Dynavox Learning Services team and provides implementation support and workshops across the country.
**Presenters**

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<td>Buti, Mo</td>
<td>Practiced professional in the field of special education providing services and support to those with disabilities and their families. She served as Director of Program Development for Neumann Family Services. Prior to Neumann, she managed autism programs and services for over 6,000 students as Director of Autism and Intellectual Disabilities at Chicago Public Schools. Mo’s additional experience also includes special education teacher, autism itinerant and special education administrator. Mo Buti possesses a M.Ed-BD, M.Ed-ADMIN, QIDP certification, Director of Special Education degree/certificate from Illinois and her Type 75 Administrator certification. Mo is a dynamic, international speaker.</td>
</tr>
<tr>
<td>Burns, Jack</td>
<td>Jack Burns, Public Affairs Specialist for the Social Security Administration in Arizona has worked for Social Security for 17 years in various positions. Jack provides educational workshops to different organizations throughout Arizona. Jack holds a M.Ed. from Arizona State University.</td>
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<td>Camp, Cindy</td>
<td>Cindy Camp is the Marketing and Communications Specialist with The Described and Captioned Media Program. She holds a Master’s degree in English, is a nationally certified interpreter, certified in mental health interpreting in AL, as well as a C-Print captionist and trainer. She has provided access services for students who are deaf and hard of hearing for over 25 years.</td>
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<td>Carlsen, Chris</td>
<td>Staff attorney at the Arizona Center for Disability Law (ACDL) since 2016. At ACDL, Chris provides legal advice and legal services to people who are deaf and hard of hearing about their rights to effective communication. He was one of the ACDL attorneys handling litigation that brought Text to 911 to Maricopa County and helped negotiate a settlement in which the State agreed to establish a $1.3 million dollar fund to implement Text to 911 in the other 14 counties. Chris also specializes in health care hearings and appeals. Before joining the ACDL, Chris worked at the Arizona Attorney General’s Office for nearly five years in the Civil Rights Division.</td>
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<td>British Columbia native, who was a hearing child until the age of 2. Brenda became deaf due to meningitis and has a keen interest in alternative forms of communication. She is a Certified Sign Language Interpreter and has worked with the deaf community in British Columbia for over 22 years as an interpreter, interpreter trainer, and advocate. Brenda’s expertise lies in the area of communication for the deafblind. She is a certified interpreter for the deafblind and a Certified Interpreter of Sign Language for the Deafblind. Brenda’s background includes experience in the medical setting, private setting and birth-to-three. Her role at Special Education Technology Center in Washington includes Translating American Sign Language to English for the deafblind and interpreting for individuals with hearing impairments in the deafblind community.</td>
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<td>Chipley, Brittaney</td>
<td>Has a B.A. in Political Science/Pre-Law &amp; Sociology and a Masters in Public Administration with an emphasis in Government &amp; Policy. She is married with two beautiful daughters and loves to hang out with family and friends in her spare time.</td>
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<td>Melanie is an Occupational Therapist with 17 years of experience working with kids. She has vast experience utilizing technology to help kids access the world. She has experience with a variety of AAC devices, specializing in kiddos with alternative access methods. She also has developed a power wheelchair training program to help kids with “complicated bodies” learn how to move and explore their environments using alternative controls. She co-owns anon-profit called Believe Beyond Ability, which utilizes assistive technology and alternative methods to give kids freedom to explore through their environments. She is passionate about finding alternative ways to help kids move, talk, and express to this world how truly amazing they are.</td>
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<td>Sean Cummins is a 6-string bassist of over 47 years, engineer, producer and artist with over 30 years of experience. He is the owner of an IT company specializing in access technology for the visually impaired called InVision Technical. He has designed accessible mixing boards and currently designs and installs Digital Audio Workstations for the blind. Sean has Beta tested for a variety of software companies since 1983. He’s tested production software as early as the original Master Tracks for PC through the current Pro Tools. Sean’s innovation has him actively involved in shaping accessibility for Microsoft and Avid.</td>
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State involves teaching webinars and classes, creating video tutorials, and collaborating with districts on implementing assistive technology with children with a wide range of physical and cognitive abilities. Brenda has presented her knowledge at Closing the Gap.

**Ellis, Amy**

Amy Ellis has worked for 25 years as a Speech Language Pathologist addressing complex communication needs of students. She earned her master's degree in Speech and Hearing Science and an ATACP certificate from CSUN. She has worked as an Assistive Technology Coordinator, Speech Language Pathologist in public schools and the private sector, an augmentative communication evaluator and trainer and a representative for an augmentative communication device company. Amy Ellis is currently a member of a speech and language evaluation team in the public school system as well as providing training and support for staff, parents and teachers to create a more inclusive environment for all students.

**Enders, Lauren**

Lauren S. Enders, MA, CCC-SLP is a speech-language pathologist working as a full-time Augmentative Communication Consultant for Bucks County Intermediate Unit in Bucks County, Pennsylvania. Lauren has had a career-long passion for using assistive technology (including all types of augmentative and alternative communication-AAC) to support students with complex communication needs, mobility impairments, cognitive impairments, autism, and other disabilities. Lauren presents at national conferences such as Closing the Gap, ATIA, and ASHA as well as smaller conferences, speaking engagements and webinars. Lauren maintains a presence on AAC and disability-related social media sites with a focus on sharing resources and implementation ideas.

**Fischer, Linda**

Linda Fischer has been an advocate at the Arizona Center for Disability Law (ACDL) for twenty-five years. Linda works in the Client Assistance Program (CAP), where she assists applicants and clients of Arizona’s Rehabilitation Services Administration with disagreements with the agency’s Vocational Rehabilitation program. Linda also works in ACDL’s Protection and Advocacy for Beneficiaries of Social Security program (PABSS) assisting SSI or SSDI beneficiaries who face barriers in reaching their employment goal, and in ACDL’s new grant that monitors representative payees of Social Security beneficiaries. Prior to working at the Center, Linda worked at the Medicare Advocacy Project in St. Paul, MN and at Western Wisconsin Legal Services.

**Fulton, Brady**

Brady Fulton is a registered architect who has been breaking, making, and designing ever since he “fixed” his Christmas present, a remote control car that didn’t operate as intended by the time the new year rang in when he was 7. Graduating from ASU with a degree in Design Studies and running his own business for a decade prepared him for designing and fabricating custom assistive technology for children 0-5 years old in Southwest Human Development’s ADAPT Shop.

**Garcia, George**

George Garcia is Executive Director of Southwest Institute for Families and Children, supporting people with disabilities through empowerment, advocacy, and knowledge. For the past 12 years George has worked on the state and national level developing youth mentoring programs, facilitating self-advocacy groups and creating technical assistance centers for self-advocacy groups. Paralyzed from the shoulders down since age 12, George has personal experience living with a disability and navigating the challenges this poses. Currently, George is project director of the Supported Decision-Making Pilot Project, in partnership with the Arizona Center for Disability Law and The Arc of Arizona, promoting the use of SDM as an alternative to legal guardianship.

**Gesell, Terry**

Terry Gesell, A.T. Specialist, MLS, COTA/L has 19 years of experience as a full-time Assistive Technology Specialist accumulated between the Scottsdale Unified School District and the Glendale Union High School District. He has a Master’s Degree majoring in assistive technology from Fort Hayes State University and is also a Certified Occupational Therapist Assistant. Terry served two years as an exam question writer for the National Board for Certification in O.T., focusing his attention on developing assistive technology pertinent exam questions to better promote an A.T. awareness within the profession of occupational therapy. He enjoys running, traveling, and being creatively artistic as often as possible.

**Glass, Amanda**

Amanda Glass is an Equal Justice Works Legal Fellow at the Arizona Center for Disability Law. With support from her sponsor, Greenberg Traurig, LLP, Amanda is working to improve access to special education and mental health services for children in Arizona’s foster care system through direct client services, community trainings, systemic advocacy, and collaboration with other Arizona organizations.
**Green, Dorothy**  
Dorothy Green is an Instructional Coach, Special Services at Creighton Elementary School District.

**Griffith, Robyn**  
Robyn Griffith is a Technology Manager/Trainer at Creighton Elementary School District.

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

**Hartsuff, Kristen**  
Kristen Hartsuff is the Director of Special Education at Creighton Elementary School District.

**Haven, Shelley**  
Shelley Haven is a certified Assistive Technology Professional (ATP) and Rehabilitation Engineering Technologist (RET) who specializes in matching students with technology appropriate to their needs. Her consulting business, Technology to Unlock Potential, serves families, educators, and schools both online and in person with a focus on learning differences, ADHD, and executive functioning. During her 30+ years in AT, Shelley previously directed assistive technology for Stanford University’s Office of Accessible Education and helped create the Schwab Learning Center at Stanford for students with learning differences and ADHD. She also coordinates the Technology Pavilion for the annual EdRev Expo in San Francisco.

**Hedgpeth, Terri**  
Dr. Terri Hedgpeth is the Director EOSS Technology Team at Arizona State University. She has worked on 15 grant and research projects at ASU. She is a past member of the Arizona Governor’s Council on Blindness and Visual Impairment (GCBVI) Assistive Technology (AT) Committee.

**Heipp, Raymond**  
Dr. Raymond T. Heipp, is a 25+ year veteran of administration and classrooms for special needs students. He has designed many support programs for various schools and facilities. And, his expertise in assistive technology has enabled him to create updated approaches when working with students, adults, therapists, and educators. Over the last decade, he has focused his efforts on the inclusion of as many individuals as possible within the classroom and workplace along with the ability for those outside of school age to live their lives as independently as possible. He firmly believes that everyone, no matter what their ability, has a voice (or spirit) and deserves a chance to succeed. He suggests that we never doubt their abilities!

**Hirsh, Alan**  
Alan Hirsh is a Special Projects Coordinator, Special Services at Creighton Elementary School District.

**Huber, Jayna**  
Jayna Huber is an occupational therapy student at Indiana University. At IU, she has become involved as a board member for the IU Student Outreach Clinic, as president of IU’s chapter of Pi Theta Epsilon, and as a member of several other organizations, including the Indiana Occupational Therapy Association and the American Occupational Therapy Association. Jayna completed one of her fieldwork rotations at Advanced Therapy Solutions in Gilbert, AZ with Melanie Conatser during the summer of 2018, where she learned about the amazing impact technology can have in the lives of children with disabilities. Jayna looks forward to finding creative ways to incorporate technology as she begins her career in occupational therapy.

**Jacoby, Jeanmarie**  
Jeanmarie Jacoby has over 33 years experience in the field of special education. She earned her master’s degree in special education and an ATACP certificate from CSUN. Her many roles in special education include Special Education Teacher, Program Specialist, Assistive Technology Trainer and Adjunct Instructor at Grand Canyon University and Northern Arizona University. She is passionate about advocating for students with disabilities, sharing her experiences and mentoring new teachers and providing training for parents and educators in an effort to make the world a more inclusive environment for everyone.

**Jenson, Ronda**  
Ronda Jenson, PhD, Associate Professor, is the Research Director at the AzUCD housed at the Northern Arizona University (NAU) Institute for
Klenk, Kristen
Kristen Klenk worked as an occupational therapist for 24 years. Professionally she began using assistive technology in a 0-3 program in which she used the computer with the kids for switch activities. She helped start Assistive Technology programs in a couple of school districts in which she was employed. She has presented with colleagues (the presentations always included an OT, SLP, and Special education teacher) at CTG. As a person growing up with cerebral palsy; Assistive Technology has been a large part in her own life.

Kugler, Sean
Sean is fortunate enough to be married to his better half, Gina, for over 20 years. He is very proud of his two children. He enjoys hiking and camping. Sean is the Accessibility Analyst at NAU. Working to ensure that NAU’s digital presence is accessible to individuals with disabilities. Additionally, he teaches part-time in the College of Education. Sean has two certificates in AT (CSUN 2001 and NAU 2007). Sean attained his M.Ed. in Special Education from NAU. Sean has spent over 20 years working in IT and AT, mixing in teaching and coaching over the years. For over 15 years, he has been public speaking about disability related topics. Over the years, Sean has worked for the State of Arizona, Flagstaff Unified School District, and NAU.

Legaspi, Jeremy
Jeremy earned his Bachelor’s Degree in Speech and Hearing Science at Arizona State University in 2003. He completed his Master’s Degree in Clinical Speech-Language Pathology at Northern Arizona University in 2005, and his Graduate Certificate in Assistive Technology in 2013. Prior to joining PRC in November of 2014, Jeremy was assistant director at Foundations Developmental House (a speech therapy clinic) in Gilbert, AZ. There he completed speech and language evaluations, independent education evaluations, provided ongoing therapy, supervised speech-language pathologist assistants, wrote and implemented individualized education plans, and presented nationally on the topics of AAC and Apraxia.

Klenk - Levac
Human Development. She also holds appointments in Psychological Sciences and Education Specialties at NAU. In 2017, she joined the NAU Institute for Human Development, taking on the research director role. Ronda’s research focuses on ways of improving practices and systems that result in inclusive quality programs for persons with disabilities and persons with trauma histories.

LeHew, Sue
Sue LeHew is the Assistive Technology Coordinator for Rehabilitation Services Administration. Her education includes a BA from Brooklyn College and MS from Long Island University with a specialty in severe profound disabilities. Sue’s experience includes working with individuals having Developmental Disabilities in New York and Arizona and working with AT (Assistive Technology) for Vocational Rehabilitation and Independent Living with persons having a wide variety of disabilities since 1995. Sue holds certificates from CSUN (ATACP) and the Assistive Technology Graduate Certificate from NAU. Recent Certified Assistive Technology Instructional Specialist for People with Visual Impairments (CATIS)

Leslie, Jared
Jared has a mixed professional background that brought him to his current role as the Director of Media Services at the Foundation for Blind Children. He attended Arizona State University with a BS in Business Management from the W.P. Carey School of Business. Jared in his previous roles worked with families that faced major life changes at the Ronald McDonald House Charities, and Esperanca an international health organization based in Phoenix, Nicaragua, Peru, Bolivia and Mozambique. In Jared’s current role he serves as the Ex Officio Trustee for accounts 8 and 9 for the Federal Quota Program and helps teachers and students ensure that they have access to alternative formats at the same time as their sighted peers.

Lindley, Jane
Jane Lindley has over 10 years of experience working with children and adults with disabilities in a variety of settings. As an assistive technology consultant for Saltillo, she has thousands of hours of experience working with clients and training their support teams in order to maximize their success.

Levac, Matthew
I graduated with my undergraduate degree from Grand Canyon University and received my Master of Science in Occupational Therapy from AT Stills University. I am the Therapy Coordinator at ACCEL, a private day school in Phoenix AZ. I have been working with exceptional students since 2015 utilizing custom AT solution to meet their needs. I have been integrating high school STEM students into our AT process for the past two years in various capacities. Personally I am married with two boys, ages 5 and 3 and live in Scottsdale AZ. I am currently pursuing a Certificate in Assistive Technology from Northern Arizona University.
Love, Nicholas
Nicholas Love is a national speaker on diversity and disability related issues. He likes to combine knowledge and wit as part of his work to change the cultural perception about employment and fight for disability rights and social justice. He has worked in the field of supportive employment for seventeen years, promoting employment and financial self-sufficiency for people who have disabilities. In his position as the Training and Communication Manager for Employment and Disability Benefits Initiatives for the World Institute on Disability, Nicholas is working on developing, promoting, and training on national programs that further employment for people who have disabilities and disability equality.

Marsollier, Nives
Nives Marsollier, M.A. is a licensed bilingual Speech Language Pathologist specializing in the area of Assistive Technology since 1990. Ms. Marsollier led the development of the first Assistive Technology Loan Library of its kind in Arizona, and the implementation of an Assistive Technology program in the Glendale School District. Currently, she serves as the Assistive Technology Specialist for the Creighton Elementary School District, leading the creation of an Accessible Design Loan Library. As the AT Specialist, Nives provides training and support to students, staff, and families, and is a member of Creighton’s Accessible Design Team, which focuses on providing ALL students equitable access to grade level learning experiences.

Marten, Sarah
Dr. Sarah Marten is a project director in the Institute for Human Development at Northern Arizona University. She coordinates aspects of the SELECT and MoEdu-Sail projects within IHD.

McKittrick, James
I am the retired Executive Director of the Cerebral Palsy Association of Chester County, Pennsylvania. Chester County is a suburban area of Philadelphia. Our agency began giving all adults who wanted one, a Windows PC beginning in 1991 as well as the training and support needed to use them. Concurrently, I served on the board of directors of the Chester County Interlink (a nonprofit internet service provider) and the board of directors of the Exton Personal Computing Council (a self help and training group for persons interested in using personal computers). I presently serve as Co Chair of the United Way of Chester County Community Impact Team evaluating services and programs related to Health, Disability, and Aging.

Meyers, Jon
Jon Meyers is Executive Director of The Arc of Arizona, a position he has held since 2013. Jon’s background in the non-profit sector spans nearly 30 years and ranges from the arts and education to social services and animal welfare. Prior to joining The Arc he held development and executive positions with, among others, The Leukemia & Lymphoma Society; Arizona State University/ASU Foundation; Thunderbird School of Global Management; and Ronald McDonald House Charities. He began his professional career in the External Relations office at NASA Ames Research Center in Mountain View, California. Jon is a graduate of Santa Clara University with degrees in Theatre Arts and History. He lives with his wife and three sons in Anthem, Arizona.

Mickelson, Brian
Brian has worked as a VR Counselor for over 7 years. Brian specializes in working with people with complex disabilities who often require extensive DME, computer and ECU AT, Vehicle Mods and Home Mods. His background in and around new home construction makes him uniquely qualified in the area of Home Modifications. Brian has experience in assisting people with disabilities to obtain assistive technology and training them how to use it. Before working as a Counselor, Brian worked as a Technical Consultant, Programmer & Designer of Smart Homes. He has designed, installed & programmed a wide range of AT and IT products for over a decade. Brian utilizes custom designed and commercial AT every day.

Nelson, Chelie
Chelie Nelson currently works as a project director for the Institute for Human Development (IHD), at Northern Arizona University. She has worked in schools as a speech-language pathologist, an early childhood special education teacher, and an assistant director of special education. She also has extensive experience as a technical assistance provider. She received her Bachelor and Master’s degrees in Communicative Sciences and Disorders at the Wichita State University, and received her Ph.D. in Special Education from the University of Kansas. Chelie has expertise in special education, system level school improvement, literacy development, collaboration, naturalistic and inclusive service delivery models, adapting and embedding curriculum.

Norris, Gina
Gina M. Norris, OTR/L is an AAC evaluator as well as trainer/mounting installer for the past five years with Advanced Therapy Solutions, graduated from the OT program at Colorado State University in
Odell - Nanette

Nanette Odell, Ed.D. has lived and/or worked with individuals with disabilities most of her life and in a professional capacity for over 35 years. This foundation helps her effectively speak to businesses about, not only what is required for ADA compliance and how to achieve this over a period of time, but why it’s so important. This is the fastest growing minority population in the world and accessibility attracts not only people with disabilities but their family and friends, which expands the potential market exponentially. While attending Northern Arizona University, she earned her Bachelor of Science degree in Psychology and Master of Education in Counseling. She later completed her Doctorate in Adult Education from Nova Southeastern.

Odom, Jane

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

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

Oeser, Katelyn

Katelyn Oeser M.S., CCC-SLP is a speech-language pathologist and AAC device trainer with Advanced Therapy Solutions, serving primarily the pediatric population in the East Valley. Katelyn has been providing services to children with complex communication needs for the past six years in a variety of settings including therapeutic day programs, public schools, outpatient clinics and in the home.

Palm, Erika

Erika Palm is a Speech-Language Pathologist (SLP) and a PLAY Project Consultant who provides this intervention to children in homes and in preschool on the eastern part of Arizona Navajo Nation. She has extensive experience with children with autism as an early interventionist for a Part C program and as a school and home based SLP.

Parent-Johnson, Wendy

Dr. Wendy Parent-Johnson is Executive Director of the Sonoran UCEDD, a Center for Excellence in Developmental Disabilities and Professor, Department of Family & Community Medicine, College of Medicine at the University of Arizona. She has thirty six years of experience in the areas of supported and customized employment, transition from school to work, and Employment First policy and practice. Additionally, her research, teaching, and grant development has focused on health care transition, health disparities, interdisciplinary health science education, and the integration of health and employment. Dr. Parent-Johnson has conducted presentations and trainings; produced journal articles, book chapters, and other written products.

Pettygrove, Sydney

Sydney Pettygrove, PhD, is an epidemiologist with expertise in the surveillance and epidemiology of birth defects and developmental disabilities, and environmental epidemiology. Dr. Pettygrove is currently the epidemiologist for the Arizona Developmental Disabilities Surveillance Program (ADDSP) and the Arizona Muscular Dystrophy Research and Surveillance Program (AMDSRP).

Plummer, Laura

Laura Plummer, MA, CRC, ATP is the Assistive Technology Program Coordinator for the Wisconsin Department of Health Services. In this position she oversees Wistech, the Assistive Technology Act program, and collaborates to ensure comprehensive AT programs are available for individuals with disabilities.

Her experience includes conducting assistive technology assessments, connecting consumers to resources, and providing trainings at the local, statewide, and national levels. Ms. Plummer has both Bachelors and Masters Degrees in Deafness Rehabilitation Counseling and she takes an active role in learning/using the latest in electronic gadgets.

Pollack, Dorianne

Dorianne received her BS in Speech and Hearing Sciences at ASU. She also earned her classroom certification and Master’s degree in Education from NAU. Dorianne taught in elementary school for 10 years. She earned an Administrative Certificate...
Presenters

in Supervision and Instruction, & worked as the principal in 3 schools in Northern AZ. Then Dorianne completed a Master’s Degree from UA, in Rehabilitation Counseling, and worked as a VR counselor for the state of Arizona. She now enjoys being a Disability Resource Specialist at NAU. At NAU, Dorianne is also a member of the Commission on Disability Access and Design (CDAD). She is one of the Tri-Advisors for NAU 4 All at NAU. Dorianne is an Alumni Board Member for Guide Dogs for the Blind.

Predebon, Sheri
With 20 years of experience as a speech-language pathologist and having owned her own private practice for 8 years, Sheri has been an active participant in several programs and research projects involving the implementation of AAC devices and promoting communication in both classroom and personal settings. She has a wide range of knowledge in augmentative and alternative communication, the evaluation of speech and language abilities and the application and implementation of communication and language-based activities. As a Saltillo consultant, Sheri believes in finding the best possible plan of action for her clients which includes allowing her client to participate in the planning and creating of their own goals.

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

Pullen, Nathan
Nathan Pullen, DES/BEP program manager, is a home automation and security systems expert. He has a number of roles on the Governor’s, serving as a council member, AT Committee member, and employment committee chair. Nathan sits on the Ability360 board of directors as well as on the AzTAP Advisory Council.

Ramos-Edgerly, Yolanda
Yolanda Ramos-Edgerly is a Speech-Language Pathologist (SLP) and an early interventionist in a Part C program that provides services to children with developmental disabilities aged birth to 3 on the Navajo Nation. She has worked as a school-based Speech-Language Pathologist, and she has extensive experience with children with autism and developmental disabilities. Yolanda delivers the PLAY Project intervention to home-based children and preschool students in the Tuba City or Western area of the Navajo Nation.

Reichman, Annette
Annette Reichman currently is the Superintendent of Arizona State Schools for the Deaf and Blind, a state agency educating and serving 2,000 students who are deaf, hard of hearing, blind, visually impaired, and deaf-blind throughout the state. Previously, Ms. Reichman worked as the Liaison/ Director of the Office of Special Institutions, in the U.S. Department of Education, from 2005 until 2016. She led the Department’s monitoring of statutorily-funded special institutions (American Printing House for the Blind, Gallaudet University, and National Technical Institute for the Deaf) on their compliance with relevant requirements. Ms. Reichman received a Bachelor’s degree in Psychology from Gallaudet University in 1983, and a Master’s degree in Rehabilitation Counseling with the Deaf from the University of Arizona.

Reynolds, Keri
Keri Reynolds has an undergraduate degree in education and a Master’s degree in Counseling. As a bilateral Cochlear Implant user for the last 15+ years, Keri has personally experienced the impact of hearing loss in the workplace and what it means to enjoy renewed quality of life through the technology of her CIs. As a Senior Consumer Engagement Manager for MED-EL Corporation, she enjoys the opportunity to share her knowledge and experiences as she consults with users, potential users, professionals, support groups and more.

Disclosures: Keri Reynolds, M.S., is an employee of MED-EL Corporation. Non-financial disclosure: Keri Reynolds has bi-lateral MED-EL cochlear implants.

Rivas Parker, Karla
Karla Rivas Parker is a Certified Assistive Technology Instructor Specialist since 2018. She obtained a BA in Communication at Chico State University in 1992 and a Master’s in Social Work at Arizona State University in 2000. In 2017, she earned her second Master’s Degree in Education and Vision Studies from the University of Massachusetts. She has been working with RSA since November 2000. During the last 18 years, she has worked in various capacities, including vocational counselor, statewide blindness coordinator, and supervisor for a VR office in Phoenix. For the last 8 years Karla has been working in her dream job as manager for the Independent Living Blind unit of RSA.
Roher, Kristi
Kristi Roher has a Bachelor’s Degree in Elementary Education, a Masters in School Counseling and a Masters in Educational Psychology. She has been in education for 14 years as a teacher, counselor and now works as an intervention specialist at New Vista’s Center for Education. She is a mother of 3 boys, two of which live with special needs. Kristi joined the Board of Believe Beyond Ability in 2016. She is the Community Connections Director of Believe Beyond Ability. Kristi coordinates volunteers, manages our connections, and connects families to local resources within the community.

Ross, LaConda
LaConda has worked as a Speech Language Pathology Assistant and Certified Therapeutic Recreation Specialist for over 15 years with both pediatric and adult clients who have augmentative and alternative complex communication needs. She believes everyone has the capacity to learn to communicate and to become an integral part of their communities.

Russell, Maureen
Maureen Russell is a Registered Occupational Therapist, early interventionist, researcher, and PLAY Project Consultant. Her research has focused on families who have children with ASD, on sleep health in caregivers and children with developmental disabilities, and on health disparities. She delivers the PLAY Project intervention on the Navajo Nation.

Ryser, Max
Dr. Max Ryser is Tempe's BEST Program Coordinator. Max has worked with individuals with disabilities who were either deaf/hard-of-hearing for over 20 years. He has held positions in vocational rehabilitation, psychiatric rehabilitation, and executive management. Max has held past certification and licensure as a counselor. Max has degrees in psychology, counseling, and health sciences. He has done doctoral research on informed choice among deaf and hard-of-hearing vocational rehabilitation clients. In his personal time, he loves to paint with oils, tinker with computers, and spend time with friends/family.

Schank, Jennifer
Jennifer Schank is an Ann Arbor school-based OT, co-author of the article, “Making it Work: Examples of OT Within the Maker Movement” in OT Practice’s August issue and graduate of EMU’s OT program. She blends her previous career working in the technology sector and love of occupational therapy by leading therapeutic technology workshops to OT students and the community. Also, she’s participates in a program connecting makers and educators from across the world to build invention literacy with Makey Makeys.

Sheets, Angela
Angela Sheets is a graduate of Ball State University with a bachelor’s degree in special education. She has taught elementary intense interventions for 18 years. She is passionate about designing access for all students to meet their greatest potential. Sheets is also a parent of a child who has cerebral palsy, who is an assistive tech user. Sheets has co-presented at PATINS, Indiana Principals’ Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud. In addition, she has had guest posts on the AAC Language Lab and PrAACtical AAC and is a certified LAMP professional.

Solomon, Indrani
Indrani Solomon is a parent, Education enthusiast, Disability Inclusion rights advocate, community builder, Design Thinking practitioner. In her free time, she loves to spend time with her husband.

Steel, Candice
Candice has worked with individuals with disabilities for nearly 20 years in many different roles including habilitation therapist, one-on-one assistant, substitute teacher and speech-language pathology assistant. She spent much of her time as a speech-language therapist with a focus in augmentative alternative communication (AAC) and assistive technology (AT). Candice has received training in various aspects of AT, speech/language techniques, behavior analysis/management and leadership. She received her Bachelor of Science in Speech and Hearing Science from Arizona State University. She is a licensed SLP-L in the state of Arizona and is a certified Assistive Technology Professional (ATP) through RESNA.

Stokes, Michele
Michele Stokes, ADA Compliance Specialist, has been engaged in facilitating access and inclusion, addressing requests for accommodations to facilitate ADA and 504 compliance for over 30 years in the Valley of the Sun. Profoundly deaf/oral, Michele is always seeking new approaches, technology and strategies to increase inclusion and access for people with disabilities or functional needs. She staffs the city’s Commission on Disability Concerns; liaisons with city departments and the community to resolve disability concerns. She coordinates grants and resources to facilitate pilot projects affecting access. The most recent is a Disability Cultural and Linguistic Competency change to support Tempe’s BEST Program.
Williams, Ronald
Ron Williams is the Director of Training and has been with The Opportunity Foundation of America for 18 years. Ron has a close connection to the mission of the foundation and EagleEyes because of his sister who had Cerebral Palsy. Because of his experience with his sister, Ron is able to connect with individuals with special needs in a unique way and is able to understand the challenges presented to them and their parents. Ron is responsible for assessing new EagleEyes and Camera Mouse candidates and provide training to new users and facilitators of the technology.

Willkomm, Therese
Dr. Therese Willkomm is the director of New Hampshire Statewide Assistive technology program with the Institute on Disability at the University of New Hampshire. In addition she is a clinical associate professor in the Department of Occupational Therapy and has over 25 years of experience in providing assistive technology services. She is known nationally and internationally for her innovative approach to creating thousands of assistive technology solutions in minutes using everyday items. She has presented in 48 states and 12 foreign countries and has authored numerous publications on assistive technology. In 2018, she received the RESNA Fellow Award and in 2017 was invited to present at the White House Summit on Technology and Disability.

Thatcher, Derrick
Derrick Thatcher is an AT Instructor for RSA Independent Living for the Blind (ILB).

Thompson, Virginia
Ms. Thompson is the AT/IT Director with Arizona Center for the Blind and Visually Impaired, Inc. (ACBVI). She has a Master’s Degree in Rehabilitation Counseling from the University of Arizona with a Certification in Rehabilitation Counseling and is a Certified Vocational Evaluator. She has a Certificate in Assistive Technology from CSUN. She joined ACBVI in 2014, specializing in working with individuals with Combined Vision and Hearing Loss (CVHL) and working with those with hearing loss. She is fluent in American Sign Language (ASL) and proficient in tactile sign language. She has worked with a variety of clients with a wide range of disabilities. She has over 20 years work experience in vocational rehabilitation.

Veenendall, Jennifer
Jennifer is a school-based Occupational Therapist and Assistive Technology Specialist. She began her career in the medical and home health settings and has been working in the school setting for the last 21 years. She is currently employed by the West St. Paul-Mendota Heights-Eagan Area Schools in Minnesota, where she works with children and young adults from birth to 21 years, their educational and vocational staff, and their families. She leads the occupational therapy department and serves as a consultant to all special education teams, assisting when needed with assistive technology consideration, implementation and evaluation.

Voiral, Susan
Susan Voirol currently works for the University of Arizona as a Program Manager for the Sonoran University Center for Excellence in Disabilities Education, Research and Service. She is leading the statewide efforts on implementation of the AZ Employment First Initiative, as well as addressing efforts around transition for youth and young adults with disabilities. She has worked in the field of disabilities for over 18 years, including holding the role of a Job developer/Coach, a Vocational Rehabilitation Transition Counselor, a high school Transition Coordinator, and a Transition Specialist for the AZ Department of Education. She is dedicated to improving and increasing successful outcomes for individuals who have disabilities.

Walker, Betsy
Betsy Walker, MS, Speech Pathology is currently employed by Boardmaker – Mayer Johnson, a TobiiDynavox Company. Before joining the Boardmaker Education Team, Ms. Walker worked as a sales representative for the TobiiDynavox communication devices for 13 years. Prior to joining TobiiDynavox, in 2001, Ms. Walker worked as a Speech-Language Pathologist, providing therapeutic and consultative services to children with complex communication needs for over 25 years. Throughout the course of her career as a speech/language pathologist, Betsy has worked in the field of AAC by assessing and implementing low tech and high tech solutions for her clients. She specializes in Assistive Technology (AT) and augmentative and alternative communication.

Wagner, Deanna
Deanna K. Wagner, MS/CCC-SLP, has worked for over 20 years as a paid private consultant for agencies such as Southwest Human Development, NAU and TherapyOne, participating in team assessments and training in the areas of AAC and literacy. She has presented locally and nationally on issues related to literacy and embracing multilingualism, personal choice, and diversity in AAC.
Wilson, Cari
Cari Wilson is an occupational therapy student at Indiana University. During her time at IU, she has held leadership positions in the Student Occupational Therapy Association and in IU’s Student Outreach Clinic board. Her academic achievements have earned her membership in Pi Theta Epsilon, the honor society for Occupational Therapy Students. She has completed four clinicals thus far in a variety of settings including outpatient pediatrics, inpatient acute care, outpatient hand therapy, and the school system. Through her rotation at Advanced Therapy Solutions, Cari discovered her passion for using technology to help kids reach their highest level of independence and thus plans to seek a professional position working in outpatient pediatrics.

Wingate, Nicole
Nicole Wingate, M.A. CCC-SLP, is a graduate of Ball State University with a bachelor’s of science degree in speech-language pathology and audiology and a master’s in speech-language pathology. She has worked in a public school setting for 18 years. She is passionate about optimizing her students’ communication abilities so that they may become competent communicators. Wingate has co-presented at PATINS, Indiana Principals’ Association, Indiana AAC Summit, OCALICON, ATIA, SXSW.edu, Center for AAC and Autism and AAC in the Cloud. Nicole has had guest posts on the AAC Language Lab and PrAACtical AAC and is a certified LAMP professional.

Young, Abel
Abel Young is the Statewide Transition Coordinator for Rehabilitation Services Administration/Vocational Rehabilitation. He has worked with individuals with disabilities for over 9 years. He started his career as a Support Coordinator with the Division of Developmental Disabilities and worked in Support Coordination for 3 years. He then spent 4 years as an Employment Services Specialist with DDD, assisting individuals with disabilities in transitioning into employment. He also participates in and supports several other initiatives in Arizona such as AZ Employment First, the Arizona Community of Practice on Transition and is a board member for the Arizona APSE Chapter.

Zaugg, Tiffanie
Tiffanie Zaugg is an assistive technology coordinator at Prairie Lakes Area Education Agency. Tiffanie is also the lead for the Assistive Technology Leadership Team for the State of Iowa. Tiffanie also resides on the states Students with Significant Disabilities Team. Tiffanie also resides on numerous teams within Prairie Lakes Area Education Agency.
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Evaluation forms will be distributed at each session. Please take a moment to complete them either on paper or electronically. A scannable QR code is included on each evaluation form.

The overall conference evaluation will be sent to you electronically immediately after the conference. We would appreciate your response and will enter respondents into a drawing for a gift certificate.

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Continuing Education

Verification & Certificates

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

- Optional AT Maker Preconference Workshop: 7 contact hours
- Conference Day One (Monday): 6 contact hours
- Conference Day Two (Tuesday): 6 contact hours

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

Arizona Department of Education and Northern Arizona University-AzTAP CEU Certificates will be available at the registration desk at the end of the conference on Tuesday afternoon (July 16) for persons working in school districts and for service providers in healthcare, rehabilitation, state agencies, postsecondary settings, etc. These certificates align with the requirements for ASHA and RESNA ATP certification renewal, Arizona OT license renewal, and ADE Teacher certification.

CRC, ASHA and RESNA CEUs
Participants who require verified hours for CRC, ASHA, or RESNA certification renewal must have their attendance verified for each session attended. Session monitors will stamp the corresponding session on the CE Verification Form at the end of the presentation. These forms are in your conference bags. If you leave a presentation early, the form will not be stamped.

All conference sessions, as well as the AT Maker and AIVRTTAC pre-conference workshops, have been submitted for CRC preapproval. (NOTE: Session 606 has been submitted as an ETHICS session.) If you need CRC credits, please do one of the following with your CE Verification Forms at the end of the conference so that your hours can be verified:

- Drop off your completed CE Verification Form at the registration desk at the end of the conference in the box marked CRC, OR
- Scan & E-mail a copy of the completed CE Verification Form to ShirlynnPerez@azdes.gov following the conference.

The Arizona Department of Health Services (DHS) has approved 43 sessions for SLPs, SLPAs and Audiologists. When submitting the completed CE Verification Form, make sure to attach a copy of the DHS approval (which is in your conference bags).

PLEASE NOTE: Attendees are responsible for keeping their certificates and/or verification forms and submitting them to credentialing agencies as needed; duplicates will not be issued.
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Arizona Commission for the Deaf & Hard of Hearing (Table 32)
Arizona Department of Education: Exceptional Student Services (Table 20)
Arizona Department of Economic Security (DES): Rehabilitation Services Administration (RSA) (Table 15)
Arizona Department of Economic Security (DES): AZ Early Intervention Program (Table 17)
Arizona Developmental Disabilities Planning Council (Table 18)
Arizona Governor’s Council on Blindness & Visual Impairments (Table 14)
Arizona Talking Book Library (Table 35)
Arizona Technology Access Program & Arizona Department of Education (ADE) Assistive Technology Short Term Loan Library (Table 50, by registration desk)
Brooke’s Butterfly Touch: Creative Storytelling Experiences (Table 29)
Believe Beyond Ability (Table 30)

CJT Enterprises, Inc. (Table 47)
Driving to Independence (Table 22)
National Seating & Mobility (Table 4)

DriveAble Solutions (Table 44)
Foundation for Senior Living (FSL) (Table 38)
Gompers (Table 36)
Kurzweil Education (Table 45)
LC Technologies, Inc. (Table 21)
MariSol Federal Credit Union (Table 40)
Med-El Corporation (Table 26)
MileMarkers (Table 46)
NAU: AT Center & Augmentative & Alternative Communication (AAC) Evaluation Program (Table 52, by registration desk)
NAU: Institute for Human Development (IHD) (Table 51, by registration desk)
Phonak (Table 8)
SAAVI Services for the Blind (Table 42)
School Health Corporation / EnableMart (Table 41)
The Described and Captioned Media Program (Table 39)
The Opportunity Foundation of America (Table 31)
Tobi Dynavox & BoardMaker (Table 28)
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