

This section provides information from the front and inside cover and also all of Monday's sessions.

Front cover:

2019 Evidence for Success Disability Conference icon depicts three tracks as the corners of the interior icon: The upper left track says Arizona Technology Access Program (AzTAP) with gears as an icon, upper right icon says Evidence-based Practice (EBP) with a checklist, and the lower left says American Indian Vocational Rehabilitation Training and Technical Assistance Center (AIVRTTAC) with a feather icon.

The front cover continues and states:

July 14th – 16th, 2019

We-Ko-Pa Resort and Conference Center

Scottsdale/Fountain Hills, AZ

The headline reads:

Evidence for Success

Combined Disability Conference

The front cover also has three logos:

Northern Arizona University – Institute for Human Development

AzTAP – Arizona Technology Access Program

And the AIVRTTAC logo which has American Indian Vocational Rehabilitation Training and Technical Assistance Center written out and an eagle clutching four arrows flying through a circle made of white, yellow, red, and black sections.

The inside of the front cover:

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

Monday

July 15, 2019

EVIDENCE FOR SUCCESS DISABILITY
CONFERENCE SCHEDULE AT-A-GLANCE

7:45-8:45 am - Registration & Breakfast -
Wassaja Ballroom

8:30-8:45 am - American Indian Prayer Service

8:45-9:15 am - Welcome Remarks - Wassaja
Ballroom

9:15-10:15 am - Upside Down, Inside Out, and
Backwards – Session # 101 - Therese
Willkomm - Wassaja Ballroom

10:15-10:45 am - Break & Exhibit Hall -
Wassaja Ballroom

12:00-1:00 pm - Lunch - Wassaja Ballroom

1:30-6:30 pm - Poster Sessions and Exhibit Hall
Open to the Community - Wassaja Ballroom

5:15-6:30 pm - Reception, Twitter Bingo &
Raffle Drawings - Wassaja Ballroom

Schedule Legend - Example

#301 Room 110

Building Intentional Communities for Young
Adult AAC Users

AT

DHS AAC

Odom - Steel

Session # and Room #

Title of presentation

Track: AT – Assistive Technology or EBP – Evidence-based Practice

Strand: (may have two strands associated with the presentation - DHS – Arizona Department of Health Services Approved – always first, AAC – AAC/Communication, COM Community Inclusion, EIN – Early Intervention, EDU – Education and Literacy, EMP – Employment / Transition, SEN – Sensory, MTL – Mental Health, SER – Service Delivery)

Presenter(s)

Presentation Description

Participants will be able to – Learning Objectives

Monday 10:45-12:00 pm

#201 Wassaja Ballroom

Upside Down, Inside Out, & Backwards

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

#201 Room 110

Autism, Sensory Processing, and Functional AAC Use

AT

DHS AAC

Gina Norris & Brenda Del Monte

“He just won’t sit still.” “All she will do is stim on the buttons (tap tap tap).” “He only has one topic of interest.” “She already talks in scripts.” We’ve all heard these “clinical reasons” that would, in some professionals’ minds, rule out an individual as a candidate for AAC use. Come learn how to quickly identify an individual’s sensory needs, hands on strategies to facilitate sensory regulation, as well as device features that match the individual’s sensory needs. This class will make clear the need for an interdisciplinary collaborative approach to AAC.

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.

#202 Room 109

Tools and Materials for Making Hundreds of Assistive Technology Solutions

AT

DHS COM

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

- Identify at least four different tools for making solutions in minutes.

- Identify at least four different adhesive or fasteners for making solutions in minutes.
- Identify at least four different plastics for making solutions in minutes.

#203 Room 108

Addressing Sensory Needs Transparently and Appropriately Within any Environment

AT

DHS EDU

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 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.

#204 Room 106

Mainstream Apps for Quality of Life

AT

COM

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.

#205 Room 105

Accessible Technology Considerations to Support Educational Independence

AT

DHS EDU

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 of reading, writing, and organizing.
- Access a list of potential tools that will support independence in a post-secondary setting.

#206 Room 104

Implementing Eye Gaze Technology &
Communication for Emerging Communicator

AT

DHS AAC

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.

#207 Room 103

Trauma-Informed Care and Supports for Adults with Disabilities

EBP

EMP MTL

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.

#208 Room 107

The Ultimate Classroom Tool/Rubric: Teachers of Low Incidence & Autism

EBP

DHS EDU

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.

#209 Room 102

Tempe's BEST: Building Employment Supports & Training

EBP

EMP

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 PM – 1:00 PM Lunch

1:30 PM – 6:30 PM Exhibit Hall Open to the
Community and Poster Sessions

Monday 1:00-2:15pm

#301 Room 110

Building Intentional Communities for Young
Adult AAC Users

AT

DHS AAC

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 is going to be supported in adulthood? Or are you working with a teen or adult with complex communications 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.

#302 Room 109

Hands-On Therapeutic Gaming Workshop Part 1

AT

COM

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.

Participants will be able to

- Identify and evaluate a client interface and game at four levels of design consideration.
- Troubleshoot their created interfaces for a functional design.
- Apply their design and game choice to a client's goal.

#303 Room 108

Supporting Emergent Literacy in Students with Complex Needs Part 1

AT

DHS EDU

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.

#304 Room 106

The Chromebook Advantage for Adults with Disabilities Living Independently

AT

COM

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 and Microsoft based laptops in the nation's school districts. Outside of school for all adults across the board, however, the Chrome OS and Chromebooks have not made much impact. Yet there is much potential for wider usage propelled by the same logic that makes them the popular school choice.

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

- 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.

#305 Room 105

Engage, Motivate, and Accommodate using
Augmented Reality

AT

DHS EDU

Tiffanie Zaugg

This session will provide an understanding of what augmented reality is and how to create accommodations using augmented reality. The participants will use the HP Reveal app to create accommodations and interact with pre-created accommodations. This session will present ways to incorporate social stories and video modeling into the student's environment. The participants will create a short social story or video and tie it to an object to create an Aura. Talking books and videos: participants will learn about ways to add more content into books for students who may need additional supports around concepts within the book. Participants will also explore how to add auditory directions to academic tasks and make various accommodations on worksheets. Participants will also see ways to help students transition between environments using augmented reality. The group will also explore

other augmented reality apps that they can use to engage and motivate students.

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.

#306 Room 104

Go and Show Vocabulary Instruction

AT

DHS AAC

Angela Sheets – Nicole Wingate

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.

#307 Room 103

AZ ABLE- Protect Your Benefits & Save for the Future!

EBP

COM

Brittany Chipley

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.

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.

#308 Room 107

Oh EYE Understand Now!! Visual Supports for Students with Autism!

EBP

DHS EDU

Mo Buti

This session will discuss/demonstrate the evidence-based strategy of using visuals while working with students with autism. These

visually 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

- 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.

#309 Room 102

Using Virtual Technology to Expand
Employment Supports

EBP

COM EMP

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.

Monday 2:30-3:45 pm

#401 Room 110

AAC Agreements - Crowd Sourcing "Better"
Practices

AT

DHS AAC

Deanna Wagner – Matthew Press

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.

#402 Room 109

Hands-On Therapeutic Gaming Workshop Part 2

AT

COM

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.

Participants will be able to

- Identify and evaluate a client interface and game at four levels of design consideration.
- Troubleshoot their created interfaces for a functional design.
- Apply their design and game choice to a client's goal.

#403 Room 108

Supporting Emergent Literacy in Students with Complex Needs Part 2

AT

DHS EDU

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.

#404 Room 106

Assistive Technology Considerations for Episodic Disabilities

AT

EMP SER

Virginia Thompson

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.

#405 Room 105

A Font of Information: Getting Started with Accessibility

AT

SER

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.

#406 Room 104

It's Not Easy Being Green: Green Screen as a Video Modeling Tool

AT

DHS AAC COM

Melanie Conaster – 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.

#407 Room 103

Having A Voice

EBO

AAC COM

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/rHxchT6LidE

Participants will be able to

- Demonstrate self-advocacy on Capitol Hill.
- Gain access to grade level curriculum in the general ed classroom.
- Discuss independence of thought and opinion.

#408 Room 107

Disability Benefits 101 (DB 101) as an
Employment Tool Part 1

EMP

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.

#409 Room 102

An Overview of SELECT Courses Offered for Professional Growth or University Credit

EDU

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 parents. For professional growth credit, classes are free. For university credit, Northern Arizona University tuition is required. SELECT offers courses on a wide range of topics related to working with children with disabilities, including "Autism & Communication Skills," "Early Childhood Speech & Language Development," "Trauma Informed Practices," and "Assistive Technology." Each

semester, 10-12 courses are offered in 5-week or 8-week sessions. They are taught by experienced and highly credentialed practitioners.

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.

Monday 4:00-5:15 pm

#501 Room 110

AAC Implementation: A Collaborative Approach to Improving Communication

AT

DHS AAC

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.

#502 Room 102

When Hearing Aids are NOT Enough- Bridging the Gap with Implant Technology

AT

DHS SEN

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 audiologic 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.

#503 Room 108

Putting It All Together! Creating and Utilizing
Digital Interactive Notebooks

AT

DHS EDU

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 studies of students from across the educational continuum utilizing digital notebooks.

#504 | Room 106

Daring to be Me: Growing Up with CP

AT

COM EMP

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 people who believe in her, as well as benefiting from some interesting adaptations. This session will be presented using Augmentative Communication methods, and will recount other adaptations for life skills, mobility, and athletics. Kristen will invite discussion about how evidence-based

considerations need to include client preference and clinical experience, and how families and clients we serve are currently using social media to explore what professionals are currently doing and what their best options for Assistive Technology might be: Facebook posts, app reviews, consumer reports, blogs, etc.

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.

#505 Room 105

Off the Guardianship Path: Utilizing Supported Decision-Making as a Road to Self-Determination

AT

COM

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 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.
- 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.

#506 Room 104

What Everyone Should Know About Braille

AT

SEN

Sue LeHew – Jared Leslie – Mark Ashton – Sean
A. Cummins – Terri Hedgpeth

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!

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.

#507 Room 103

Social Security Disability Benefit Programs and
Returning to Work

EBP

EMP

Jack Burns

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.

#508 Room 107

Disability Benefits 101 (DB 101) as an
Employment Tool Part 2

EMP

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.

#509 Room 109

Executive Function and TECH Tools to Support EBP

DHS EDU

Tracey Antista

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.