

Tuesday

July 16, 2019

EVIDENCE FOR SUCCESS DISABILITY  
CONFERENCE SCHEDULE AT-A-GLANCE

7:00-8:00 am - Registration & Breakfast -  
Wassaja Ballroom

10:45-11:15 am - Break & Exhibit Hall -  
Wassaja Ballroom

12:30-1:30 pm - Lunch - Wassaja Ballroom

3:15-4:15 pm - Evidence for Success: A  
Personal Journey- Session # 1001 - Annette  
Reichman - Wassaja Ballroom

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

Tuesday 8:00-9:15am

#601 Room 110

Ideas for Team AAC Implementation and Buy-In

AT

DHS AAC

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.

#602 Room 109

From Assistive Technology to Accessible Design: One District's Journey

AT

DHS EDU

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.

#603 Room 108

How Young Is Too Young for Assistive Technology

AT

DHS EIN

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.

#604 | Room 106

## How Assistive Technology can Support Executive Function for Greater Independence and Success

AT

DHS EDU

Jennifer Veenendall

This session will explore the impact of executive function impairments, executive function skill development strategies and potential assistive technology tools to enhance this growth and functional independence from school age to adulthood. The technology will include low/no tech and mid/high tech options to consider for your students, clients or family members.

Practice-based inquiries involving the use of these assistive technology supports will be shared. Participants will have hands on opportunities to explore some of the assistive technology discussed.

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.

#605 Room 105

EagleEyes and Camera Mouse. Eye and Head Controlled Mouse Replacement Systems

AT

DHS COM AAC

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.

#606 Room 104

Digital Footprint: Assistive Technology, Ethics, and Service Provision

AT

SER

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.

#607 | Room 103

PLAY: Play and Language for Autistic  
Youngsters

EBP

DHS COM EIN

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 preschools in Northern Arizona.

#608 Room 107

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

AT

DHS AAC

Patrick Brune

The Tobii Dynavox Snap + Core First communication software brings together the three areas described by ASHA ([www.asha.org/Research/EBP/](http://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. (DLM Core Vocabulary, [med.unc.edu/ahs/clds/resources/core-vocabulary](http://med.unc.edu/ahs/clds/resources/core-vocabulary))

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.

AzTAP Informational Ad

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](mailto:Clayton.Guffey@nau.edu)

(602) 776 – 4699

Tuesday 9:30-10:45 am

#701 Room 110

Assistive Technology: Tips from the Trenches

AT

DHS EDU EIN

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.

#702 Room 109

All Aboard!

AT

DHS AAC EDU

Nicole Wingate – Angela Sheets

Empowering educators, families, peers, and community members to take the plunge is critical in meeting communication needs on a daily basis.

This session provides evidence-based practices and methods to help educators increase opportunities for students with significant disabilities, autism and/or limited communication. Attendees will participate in an interactive session as they explore low and high tech solutions designed to support students' access to communication and academic content. Practical methods to collect and analyze data as well as training support staff are also vital to the process of student success.

The promising practices that support this 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.

#703 Room 108

Implementation Strategies for Eye Gaze Users

AT

DHS AAC

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.

#704 Room 106

## Making the Connection: Integrating STEM Teams with Assistive Technology Solutions

AT

EDU

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.

#705 Room 105

Discover the Power in Your Story With AT and Creative Media

AT

DHS COM AAC

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.

#706 Room 104

Alexa Skill Blueprints: Creating Games to Enhance Learning for Children or Adults

AT

SER

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.

#707 Room 103

Employment First: 3 Years Later

EBP

EMP

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 (VR) plays in employment and will see data to show the quality improvements being made by VR to better serve clients.

#708 Room 107

Trauma-Sensitive Schools: Inclusion of all Children

EBP

DHS MTL EDU

Ronda Jenson

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.

Tuesday 11:15 – 12:30pm

#801 Room 110

AAC Implementation Playground Part 1

AT

DHS AAC

Jane Odom – Sheri Predebon – Jeremy Legaspi  
– LaConda Ross – Jane Lindley

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.

#802 Room 109

Taming Digital Distractions: Tools & Strategies to Keep Tech Users On Task

AT

DHS EDU

## Shelley Haven

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).

#803 Room 108

Moving Toward Inclusion: Supported Decision Making and Goal-Driven Supports

AT

DHS COM

Mark Botterbusch – Candice Steel

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.

#804 Room 106

Explore Boardmaker Activities to Go!

AT

DHS AAC EDU

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.

#805 Room 105

Using Accessible Media with Students- Deaf, Blind, and Deaf-Blind

AT

DHS SEN

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.

#806 Room 104

Avenues for Obtaining Necessary Assistive Technology and the Underlying Laws

AT

DHS SER

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 AT under Medicaid and

DDD, and will provide an overview of the AHCCS appeals process.

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.

#807 Room 103

Understanding How We Know 1 in 71 children in Arizona have ASD

EBP

DHS EDU

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.

#808 Room 107

## Assistive Technology for Leaders: Planning for SUCCESS with Reading & Writing Access

AT

DHS EDU

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.

#809 Room 102

Thinking about Taking the RESNA ATP Exam?

AT

SER

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.

Tuesday 1:45-3:00pm

#901 Room 110

## AAC Implementation Playground Part 2

AT

DHS AAC

Jane Odom – Sheri Predebon – Jeremy Legaspi  
– LaConda Ross – Jane Lindley

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.

#902 Room 109

AT & VR: Policy and Practices Vocational Rehabilitation uses to Implement AT

AT

EMP SER

Sue LeHew – Brian Mickelson

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

- Learn how VR considers assisting with implementing AT.
- Be able to discern between (perceived) functional abilities and functional limitations.
- Glimpse how comparable benefits may be considered in a VR plan.

#903 Room 108

Custom AT: Design & Make

AT

DHS SER

Brady Fulton

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

- 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.

#904 Room 106

Hearing Loss Technology: Leveling the Playing Field

AT

DHS SEN

Laura Plummer

We are in a time of rapid changes and advances with technology for hearing loss. Times are certainly different from when your grandparents got their first hearing aids so let's see what is out there! This session will provide an in-depth look at the technology solutions

that individuals with hearing loss use for communication and environmental awareness. Tools for education, the workplace, home, and the community will be explained and discussed. Also included is an overview of the Understanding and Managing Hearing Loss online lessons developed by AzTAP with support from the Arizona Community Foundation. Time will be allocated between sharing information, device demonstration, and exploring practical uses through case studies. Join us to learn about all the latest solutions and strategies for hearing loss access.

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.

#905 | Room 105

Putting Home Automation to Work for You

AT

COM

Nathan Pullen

Potential uses of home automation equipment have expanded greatly in recent years as technology has advanced. Home automation presents a great accessibility aid for users of all abilities, allowing for control of home environments, HVAC, entertainment, doors/security, lights, etc. -- all from personal devices or by voice. This session will provide an overview of home automation technology: what is home automation, how much does it cost, how hard is it to set up, and how can it benefit users. Specific applications and demonstrations will include voice control via Amazon Alexa, Siri, and Google Home and their applications in

controlling lighting, security, HVAC, and entertainment systems.

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.

#906 Room 104

How Assistive Technology Can Extend Employment Opportunities for Individuals with ALS?

AT

EMP

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.

#907 Room 103

Making Documents and Presentations  
Accessible Using Microsoft Office

EBP

COM

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.

#908 Room 107

Exceptional Outcomes for ALL: Free Online  
Professional Development Resources for  
Educators

EBP

DHS EDU

Chelie Nelson

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.

#1001 Wassaja Ballroom

Evidence for Success: A Personal Journey

Annette Reichman

Annette Reichman, the Superintendent of Arizona State Schools for the Deaf and the Blind (ASDB) 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

